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ABSTRACT

This volume contains the keynote address and abstracts and/or edited versions of twenty-one research papers presented at an annual conference. The keynote address, presented by Dr. Andrew S. Korim, is entitled "Century III: Implications for Community and Junior College Research." Papers included address a wide range of research concerns at the community/junior college level: program evaluation, inservice education, handicapped students, placement, instrument development, health occupations, information systems, attrition/retention, rural students, research planning, development of follow-up study reports, administrative relationships in continuing education divisions, state board governance, accrediting agencies as change agents, employability skills programs, corporate tuition reimbursement, student follow-up, employment barriers to the handicapped, and child development program feasibility. The conference minutes are included as is a list of member-identified research concerns. (JDS)

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PROCEEDINGS

AND RESEARCH PAPER ABSTRACTS

1976 ANNUAL CONFERENCE

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
SPECIAL INTEREST GROUP
for
COMMUNITY/JUNIOR COLLEGE RESEARCH

NORTH CENTRAL REGION

July 15 - 16, Madison, Wisconsin
Edited by Francis E. Hazard, PhD

JC 770 043

FOREWORD

The North Central Regional American Educational Research Association special interest group for Community/Junior College research was formed in 1971. The prime objective of the organization is to utilize its resources to improve the general understanding and quality of two-year colleges through systematic research and related activities. Membership includes institutional researchers, administrators, and personnel from two-year institutions, four-year colleges and universities, state boards and educational service agencies. The group seeks to provide a forum for reporting and presenting recent investigative activities and proposed future directions related to the community/junior colleges. Its research is defined both in terms of educational and institutional research. More specifically, the objectives of the group are:

- To identify the role of research in the two-year community/junior college.
- To evaluate the current status of research in and on the two-year college and identify significant needs.
- To conduct educational and institutional research relevant to the goals and purposes of the community/junior colleges.
- To improve communications among those individuals and/or institutions interested in and/or conducting research.
- To improve the competencies of administrators, researchers and faculty in the field of research and research utilization.
- To provide research guidelines and normative data for the purpose of increasing the meaningfulness of both intra-institutional and inter-institutional research.

In furtherance of these objectives an annual meeting of the members is held in one of the member states during the summer of each year. Conference activities include reporting and promoting research, electing officers and conducting activities toward objectives of the organization. It is a pleasure to report proceedings of the 1976 conference at Madison.

Appreciation is extended here to contributors, speakers and panelists, and others whose efforts added to the success of the program. Special tribute is also paid to the staff of the Wisconsin Vocational Studies Center at Madison for assistance in hosting the Conference.

Francis E. Hazard, PhD
Chairman
Kent State University
Tuscarawas Campus

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PROCEEDINGS OVERVIEW

Annual Conference

American Educational Research Association
Special Interest Group
for
Community/Junior College Research

July 15 - 16, 1976
Madison, Wisconsin

The theme of the annual conference was "Century III Implications for Community/Junior College Research." This volume reports activities of the Conference which included presentation of twenty-one research papers, round table discussions, panels, and speakers, and a computer information display system operational at the Wisconsin Vocational Studies Center, Madison. The conference concluded with a business meeting and selection of the "best of conference paper."

This volume contains the key-note address "Century III: Implications for Community and Junior College Research" by Dr. Andrew Korim; edited remarks of Dr. Thurston Manning on "The Relationship Between Accreditation and Research in the Two-Year Institutions," preliminary observations on "Establishing a Community College Office of Institutional Research," by Dr. Alan Gross who was commissioned to author a topical paper on the subject; and abstracts of nineteen papers accepted for presentation at the 1976 annual meeting. Regrettably space did not permit printing of the full text of the research papers submitted to the conference. Names and addresses were provided however, to facilitate contact with the respective researchers. These are followed by minutes of the business meeting and a list of priorities for institutional research identified by members of the North Central Region.

The conference was attended by sixty-one individuals from seven states of the North Central Region. Participants were asked to complete a Conference Evaluation questionnaire. Response to the conference format, presentations, and activity was generally positive. The most popular activity was the presentation of the twenty-one research papers. The opportunity to share research with others in the field and the relative high quality of the research was most appreciated.

Dr. Alfred Hecht, SIG National Chairman and Director of Research and Evaluation, at Morraine Valley Community College, Illinois, received "Best of Conference Award" for his paper on "Development of Semantic Differential Instrument for Student Evaluation of Community College Counseling Conferences." Papers selected for presentation at the Annual AERA Meeting in New York in April 1977, included "Corporate Tuition Reimbursement in Cuyahoga County, Ohio," by Richard C. Romoser; "A Study of Administrative Relationships in Adult Continuing Education Divisions and Academic Affairs Division in Junior-Community Colleges," by Dr. Charles Oaklief; "Developing and Designing Student Follow-up Publications," by Jan L. Novak; and a paper to be presented at the annual AIR Meeting " A Program Review Model to Determine which Programs Require In-Depth Evaluation," by Mary K. Baratta.

Also popular was the panel which dealt with the relationship between Administration and Institutional Research. Panelists were Dan Wagner, Roland Krogstad and Francis Hazard. High regard was also expressed for the key-note address,"Century III: Implications for Community/Junior College Research," by Dr. Andrew Korim; and remarks by Dr. Thurston Manning on, "The Relationship Between Accrediation and Research in the Two-Year Institutions:" and opportunities for discussion during a round table of questions and answers, and a preliminary discussion on "Establishing a Community Office of Institutional Research," by Dr. Alan Gross.

Significant interest was also expressed in the computer information system display under the auspicies of Dr. Roger Lambert, which provided equipment display of Wisconsin Vocational Studies Center audio-visual employability skills project, the occupational retrieval system career selection program, and the ERIC Document Retrieval Terminal.

During the course of conference discussion, participants were asked to rank the top five research priorities for community-junior colleges from some 40 topics identified earlier by the membership. The top priority was program evaluation followed by evaluation and improvement of instruction, placement, student outcomes, coupled with community needs studies and follow-up studies.

The membership voted to hold the next annual meeting in Columbus, Ohio, July 14 - 15, 1977. Participants provided suggestions for improving membership service within the organization. Members expressed an interest in knowing more about each other and member areas of specialty as might be indicated on the membership roster. Dissemination of research announcements and establishment of an instrument pool were also suggested. Items which members desire in the periodic AERA/SIG Newsletter include "Innovative Research Techniques," research articles, funding sources and grant deadlines, position openings, professional activities of members, and conference information.

CENTURY THREE: IMPLICATIONS FOR COMMUNITY AND JUNIOR COLLEGE RESEARCH

by

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Prepared for the Annual Meeting of North Central Region
American Education Research Association
Interest Group for Community/Junior College Research

July 15, 1976

Madison, Wisconsin

Introduction

As our nation enters its third century, prophecy is fashionable. The literature abounds with views on what the future has in store for us. Some prophets look for cause-effect type relationships and, when found, these relationships serve as the basis for statements about the future. Some predictions are based on man generated cyclical patterns, such as those related to the multiplier effect and acceleration principle which economists have perfected. Others have developed refined mathematical models to give the air of precisemess to their predictions. The study of historical trends in search of a basis for prediction has occupied many scholars. Some analyze the present and hypothesize about its impact on the future. Some prophets credit psychic phenomena. Others are influenced by theology. Certainly, the art of prophecy is ancient as is seen in the Bible and the writings of Confucious.

In this discussion, the past, present economic and social problems and cause-effect relationships will guide my comments. We will turn a little to history in an effort to look for trends and indications of the magnitude of change that might be reasonable to expect and the character of events that could be ahead of us. We will speculate about the consequences of some of the current issues and concerns in terms of implications for research priorities for community and junior colleges in the years ahead.

A Brief Look at the Past

During the last century, we saw the forces of change produce a range of discoveries affecting mankind and nations in ways that only a few people a century ago would have dared imagine. In the last 50 years, we have witnessed applications of knowledge producing nuclear power, computer technology, agricultural chemicals, control over birth, the polio vaccine, and television technology--all having profound impact on our way of life.

To appreciate the extent of change that can occur in a century, we should recall that a hundred years ago, we were developing one room schools within walking distance of home. As far as higher education went, we had a few liberal arts colleges, largely church supported, and a few land grant colleges with an agricultural emphasis.

Since then, education went through many changes. Although it is difficult to perform something as awesome as a nuclear reaction in the methodologies of teaching and learning, educators have made headway in this direction. We have developed competency based instruction, and we use behavioral objectives to guide our teaching. Auto-tutorial technology and computer assisted instruction have had success. Computerized guidance has been big enough for IBM to buy the program and to market it nationally. Educational television has made it possible for the home to be a learning center. Cooperative education gives students practical experiences in work settings and in volunteer service.

Perhaps the most significant development in higher education that is truely an American innovation is the comprehensive two-year associate degree granting community college. The public junior colleges underwent internal redesign in the last 15 years. Many transformed themselves from liberal arts institutions into administratively flexible institutions offering a comprehensive array of services that stray considerably from the lock-step curricula of traditional educational institutions. The strong tie to community interests and heavy dependence in most cases on local financing requires them to be highly responsive to social, economic and political institutions and to assume leadership roles in strengthening community life.

The most astounding feature of the community college is that it evolved from catalytic forces in communities and not as a result of a community college act passed by Congress. The fact that community colleges have had to struggle to get a share of the Federal education pie has given them that energy and vitality that comes from growing up as a poor cousin.

The categorical set aside for community colleges has been an effective tool in the Federal grant arena, but the quest for parity--equality of access to Federal resources--continues. It should be noted how little Federal money is available for community college research.

Simultaneous with the emergence of the community college as an institution, a hybrid strain of education which had been evolving for decades, gained impetus and became as marketable as the Model T Ford was when it became known. Just as practical as the Ford answer to transportation, vocational education and training, or as post secondary students prefer to call it "occupational education," has become increasingly an attractive option in American education. For other than high school students, community colleges and technical institutes became the primary delivery vehicle for this popular option in most states. Today, by conservative estimates, occupationally oriented education accounts for 50 to 60 percent of the almost four million persons enrolled in community colleges, junior colleges, and technical institutes. This percentage is increasing annually and may be expected to continue to grow in the next decade in view of the interest in occupational preparation generated by the career education movement.

As we look at the developments of the past, we find the insights to serve as the basis to guide our speculation about the future. It is apparent that many current trends will continue and it is certain that new far-reaching forces will affect education in the years ahead.

Without doubt, major demands will be placed on community and junior colleges in Century Three. On the basis of what we know at this point in time, among these demands will be:

1. Serve a broad array of people, broader than today and with more attention to specific needs.
2. Justify the basis for existence of the community college as a comprehensive, community-based insitution, including the efficacy of programs and services offered.
3. Develop new organizational arrangements for providing community benefit.

On the surface there appears to be nothing in these demands as challenging as: bring peace to the world, or eliminate starvation and disease, or develop the resources of the planets, or find new galaxies in the universe or find a substitute for petroleum. But the demands placed on educational researchers will test whether the title is deserved.

Reaching New Clients

In looking at the first area--serving a broad array of people, the market for community college services is far from being fully developed. Currently, the average student age is about 35 in a number of community colleges. In looking ahead, one point that can be made with a high degree of confidence is that the community college market will continue to shift to older and older students and away from an identity with a given chronological age as the college age or with the recent high school graduate. In the process, the college will need to develop an early warning system that will permit an appropriate and timely response.

In the decade ahead, community colleges must give top priority to developing a better fix on the various populations constituting their prospective clients. We will have to be more sophisticated about the needs of the numerous categories of learning disabilities, gradations of economic deprivation, and impact of sociological considerations whether ethnic, sex, or age derived. The days of looking at the interests of 10th, 11th and 12th graders to determine what is expected to come out of the pipeline are disappearing. The structure of needs is much more complex. Almost one-fourth of the high school students do not complete high school. Therefore, an interface must be established with the conglomeration of adults in need of community college services such as the poorly educated adult, the unemployed college graduate, the technologically displaced professional, and those forced out of productive roles by performance standards, retirement policies, and legislated requirements associated with environmental protection and occupational safety. The needs are varied and educational programs will necessarily take new form.

The entry-exit-reentry process will need to be studied and improved to facilitate the changing market. Emphasis must be placed on improving access to services by persons of post-secondary age. To improve the quality of educational services, instruction must become more and more individualized and packaged to fit the needs and availability of students and not the convenience of the faculty or the institution.

Credit for life experience will be a common practice in the not too distant future, in my opinion. Equivalency measures may be expected to become quite intricate to encompass the galaxy of external learning that goes on in the normal process of work, community service, and life generally.

Linkages with the place of work, in particular, better communication with personnel managers of corporations, with officials of labor unions, and with other principals in the labor market, will become more and more pronounced because of the growing expectation that education should be related to the world of work and that education should lead to a contributing role in the economic arena. The career education focus is more than a momentary fad. It is highly probable that the education work theme will accelerate in the years ahead. Through such linkages, the imperfections in forecasting demand in local labor markets will tend to be reduced, the transition of persons from education to work will be enhanced, the retraining and upgrading of the workforce will be refined, and community resources will be more effectively utilized.

Justification of Comprehensive, Community Based Character

In the years ahead, community colleges will be under pressure to justify their existence as comprehensive, community-based institutions, including the efficacy of the programs and services offered. In the past decades, especially in the 1950's and 60's, educators had a free hand in the operation of their institutions. Uncontrolled expansion was the rule. Community colleges benefitted from this mood.

The future will require much more preciseness in measuring the need for and impact of comprehensive educational services than has been the case in the past. The public will want to know the benefit being derived. Cost benefit ratios will need to be refined. Chief executive officers must be prepared to justify the budget in terms of increments of outcome derived from increments of expenditure.

Community leaders will require us to be explicit about the impact of what we do on individuals, social problems, community vitality, and on the productivity of local employers and the economy generally. We will need to show the impact of our services on the student in terms of adequacy of preparation for a productive role in the community, ability to retain a job, and ability to advance.

In the past, it has been appropriate to talk of enrollments as the indicator of success in serving community needs. How often have you heard a president boast of an increase in enrollments without much information on the composition of that increase or other details? Only a few institutions maintain longitudinal data systems. Contrary to past practices, the future will require a president to discuss intelligently characteristics of those enrollments, retention of clients, what is happening to the students after they exit, and who returns for additional services, among other aspects of the clients being served. Such information in sufficient detail and properly analyzed is a fundamental tool in the budgetary process, in forward planning, and in answering questions of the board of trustees and local and national politicians and community interest groups, as well as in collective bargaining with teachers unions.

Although the associate degree is a key descriptor of community and junior colleges, only a few studies deal with the matter of its acceptance by employers as a measure of educational attainment, the earning power of associate degree graduates relative to baccalaureate degree graduates, and the convertibility of associate degree credits to other degrees. Unless such information is developed, the credibility of the associate degree will continue to be challenged. We need some longitudinal studies on these matters.

As we look at curriculum needs, the research director will have a strategic role to play in building the case for starting up new programs or redesigning existing ones. Many factors will affect our curricula.

Some of the factors that we must observe closely and interpret for the demands that they will represent include:

1. Sociological factors such as changes in the role of the family, growth of urban institutions, and increased mobility of persons will need to be assessed for training and education implications. From such developments, new occupations will emerge.

2. Population trends in our communities will have profound impact on decisions. Such dimensions of population trends as changes in the median age, life expectancy, birth rates, and in population density centers must be studied and interpreted.

3. Contemporary problems associated with waste disposal, contamination of the atmosphere and other environmentally based concerns may be expected to become aggravated. As regulatory agencies are created and expanded and as control measures are developed, technical and science education programs will necessarily require modification. Based on prior experience, it is not likely that a surge of new occupations will take place. Existing occupations will absorb many of the environmental control functions.

4. Major shifts may be expected to occur in our economy due to the growing awareness of energy shortages. The search for alternative sources of energy will activate dormant technologies and lead to new technologies, which will place demands on curricula that influence public opinion and develop technical personnel. For instance, energy-using technologies will be deemphasized and labor-using technologies will be emphasized. Labor-using techniques will return in selected industries, such as construction, not only conserving energy but also reducing the level of unemployment which plagues our nation today.

5. Extraordinary ventures will take place in the decades ahead, which educators must be prepared to assess for educational purposes. For instance, space discoveries may be expected to produce extensive explorations leading to resource extraction from other planets, interplanetary industrial development, and new technologies for economic activity in low gravity environments and other non-Earth environments. Further, deep penetration of the Earth and other planets for geological knowledge, expanded utilization of the oceans and the Earth's atmosphere will occupy scientists and will place technological demands on our industrial enterprises, which in turn will activate programmatic changes in our educational institutions.

6. National efforts will be intensified to reverse the decline in the productivity of our manufacturing, transportation, and distribution systems and in the delivery of professional services. As a result, we should expect to see new forms of interface of the consumer with outlets of services and goods. It should be noted that in the last half century the consumer became farther and farther away from the farmer, physicians quit making housecalls, and shopping centers with self-service shopping have developed. There is no reason to believe, in my opinion, that we will not see more changes in these systems hopefully increasing the productivity of the systems. Although professional organizations may be expected to resist use of paraprofessionals and technicians, and restructuring of the service delivery systems, there is evidence that archaic and costly approaches are breaking down.

7. Local governments will become increasingly diversified and tax payers will voice demands for efficiency in government. As a result, a revamped approach to civil service, public employment practices, and the training and retraining of personnel will be required. The dependence of local governments upon community colleges for a range of new services will continue to grow.

By no means is it suggested that the design of new curricula will necessarily be the educator's response to all of this. In fact, it may mean that revisions will be the answer with components added on and new options developed within existing programs. In other cases, the infusion of content may be all that would be necessary. In any case, the forces of change, as summarized above, must be tracked with precision by community college researchers.

As important as developing a data base for new curricula is developing a data base to guide phasing down or phasing out of present educational programs that produce low community benefit and in turn to guide the reallocation of faculty and resources to new uses. Education as a system has, in my opinion, lacked adequate signaling mechanisms (management systems, if you wish) to maximize the use of resources without depriving services.

Researchers should monitor closely the following trends that will affect design of curricula:

1. the need to recycle technical skills on an accelerated basis due to the knowledge explosion and structural changes in the economy;
2. the synthesis of disciplines as is evidenced by the demands for bio-medical, psycho-engineering, and socio-architectural technologies;
3. the tendency to vertically stretch out the manpower hierarchy producing discrete gradations of specialization from the technical specialist to the professional generalist.

Researchers will be expected to have at their command data pertaining to these trends.

Additionally, there is a growing emphasis on job or task analysis as a basis for developing modules of instruction in curricula. Research offices in community colleges should be knowledgeable about these methodologies. The future will not permit us to build or revise curricula on the basis of subjective judgments of the content of a curriculum.

Structural Changes Are Imminent

With emphasis on increasing the community benefit derived from community colleges, the structure of community colleges may be expected to change and new organizational forms for mobilizing resources and delivering that benefit will most likely emerge in the future. These developments will come about through the formation of new alliances. Already we find consortia arrangements combining the capabilities of governmental agencies, neighboring educational institutions, volunteer organizations, and proprietary interests with those of the community college. Contractural arrangements are being developed with these entities to address community needs with collective strength. Arrangements with neighboring educational institutions are becoming common practices to serve unserved needs, reduce possibilities of duplication, enhance articulation, and avoid the need for construction of new facilities.

Today, we can find new community college districts that plan to have no faculty and no campuses but are contracting with several existing institutions (public, proprietary, liberal arts, non-profit, vocational) to provide students with a comprehensive array of services. Teachers would be employed only if services were not available from existing institutions. In my opinion, these arrangements will grow. Major problems associated with control of curriculum, the rate at which services should be purchased, legal complexities, and evaluation will require new staffing patterns and will undoubtedly give new responsibilities to the researcher.

Local master plans, in the future, will place more and more emphasis on the utilization of the resources of business and industry and community agencies as cost-saving and quality-improvement measures. Rather than duplicate resources in the community, colleges will expand the practice of leasing production facilities for instructional use during off hours and purchasing the time of technically competent supervisory personnel for services rendered in teaching students refined competencies at the work site. Such arrangements will become an integral part of the plans of community college districts. Community agencies will increasingly serve as learning stations through which students provide services while receiving training. Someone in each college will need to design a construct that will synchronize the use of existing college resources with the resources of the work site, to provide data needed to determine reasonable rates of compensation for these services, and to work out the intricacies of administrative control. These new arrangements will be with manufacturing firms, financial institutions, labor unions, private social service agencies, and governmental agencies, among others, going beyond apprenticeship training and traditional cooperative education arrangements.

As a result of these developments, work and community service will become inseparable from education. A new liberal arts will emerge, much less esoteric than the classical liberal arts. Education will be structured into the total life cycle with educational services for older people, regardless of age, being as pertinent as for younger people, losing the reputation of being a stopping off place for people who cannot be absorbed by society.

In another direction, more and more community colleges will be engaged in providing specialized training under performance contracts. Process evaluation will become more intricate. Cost schedules will need to be developed to enable the institution to recover its direct and indirect costs. It is amazing how deficient some institutions are in this regard. Recently, a rather large community college reportedly did not know what its overhead rate was and therefore was not including this item in local performance contracts.

Moving on, we should not overlook the fact that a growing segment of our society views the educational system as being in serious difficulty and thereby constituting one of our national problems no less in need of attention as the energy crisis or the environmental dilema. Will the delivery of formal educational services remain a virtural monopoly of public and non-profit private educational institutions? Or will education be turned over to proprietary interests guided by economic principles of the market place such as are found in supply-demand analysis, price theory, and input-output theory. We are likely, in my opinion, to see proprietary interests and/or their concepts entering the picture increasingly in the decades ahead. Institutional research is already being turned over to external or third party organizations by some cost conscious presidents.

In turning to another thought, may I suggest that the community college is not likely to be a static concept retaining its present dimensions very long. Because of its success in assembling resources and in responding to community needs, community leaders will turn to it frequently. As a result, community college dimensions will be broadened to the extent that the community college will become a community resource agency. In this capacity, education and training will continue to be important functions, but community planning and development, industrial revitalization, and human and social services, among other professional and technical functions will be synthesized into the mission of the community college. This phenomenon will be persistent particularly in suburban and rural communities where the functions are poorly performed or go unperformed. The trend will be most pronounced in those cases where the community college is locally financed, locally controlled, responsive to community problems, and the training and education programs are service-centered, as described above. Community colleges that will be unwilling, unprepared, or incapable to respond will lose their favored positions in their communities.

Summary

The third century without doubt will produce new demands on community colleges. The cumulative effect of the demands will be that the researcher will be called upon to stray quite a bit from what is known as institutional research into what might be called community research. The extension of the community college out into the community serving new clients under new kinds of arrangements and performing new roles will require the research office to develop new skills and to take on new assignments. Continued success of community colleges to a large degree will be contingent upon their capacity to respond to changing conditions and to demonstrate in measurable terms their effectiveness as community institutions and the validity of their programs and services.

To emphasize the magnitude of change that will face education in the next one hundred years, let me share a final thought.

Given our communication and engineering technologies, I would expect in the decades ahead that learning will be refined to such a degree that we may find learning technology teamed up with engineering technology to create a learning chamber eliminating the traditional classroom approach. Learning would be circuitized to such a degree that upon signal the learning chamber would dump into the mind all the knowledge, strategies, and competencies needed for a given situation in a work setting or other environment.

Will Century Three give us this type of a learning chamber? The technological capability appears to be there, and I frankly anticipate that something as dramatic in character as a learning chamber will be developed by a national educational research laboratory in a decade or two.

Perhaps, the concept of a learning chamber may be unrealistic, and totally undesirable, but I am convinced that learning technology will be modified significantly in the future and that the role of community colleges and educators will change drastically. The community college researcher will continue to be among those persons shaping that future, in my opinion.

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THE RELATIONSHIP BETWEEN ACCREDITATION AND RESEARCH IN THE TWO–YEAR INSTITUTIONS

Edited Remarks of Dr. Thurston Manning
Director, Commission on Institutions of Higher Education
North Central Association of Colleges and Schools

Dr. Manning traced the purpose, role, function, and concerns of the North Central Association common to the Interests of the AERA/SIG for Community/Junior College Research. He explained that the *Commission on Research and Service* was associated with accreditation but not a part of the accreditation process. The Commission was reconstituted during 1976 to a Council to elevate its status in anticipation of its work during the next decade relative to accreditation needs of post-secondary institutions. He saw the current attitude of the Commission as one of flexible policy toward evaluation which consists of two elements: (1) certification to the public that the Institution is what it says it is and does what it says it does, and (2) that the accreditation process provides a vehicle and "change agent" by which institutional improvement may occur. Therefore, a very strong relationship exists between institutional research and accreditation. How does an Institution know whether it accomplishes its statement of purpose? Manning suggest that the *process* of self study provides the most important answer to this question. It is more than a document; but to be effective, self examination should come about internally as a continuous process, not a spasmodic activity.

After briefly tracing the history of the North Central Association, Manning explained the trend away from North Central's earlier role of defining characteristics of colleges toward its present concern for: (1) certification and (2) serving as a "change agent" for institutional improvement. He saw a direct relationship between effective institutional research and the institution's ability to make its own case. Institutional research can help: (1) to define and clarify institutional goals, (2) to identify mechanisms that it uses to meet its goals and objectives (3) to identify the extent of success it is having toward meeting its goals (4) to suggest mechanisms and processes for evaluating resource allocation and adjusting goals where necessary to meet its institutional needs. If institutional research helps accomplish these tasks, then accreditation becomes more an audit than an evaluation.

Manning identified some specific problems observed by North Central Association to which institutional researchers might address themselves:

(1) *Institutional* goals and purposes should be stated in such a way that one can make an objective evaluation.

(2) *Operational* goals and purposes should be stated in such a way that one can insure that self-improvement is built in. They should specifically describe what the institution intends to accomplish in measurable terms

(3) Provisions should be made for evaluation of governance patterns and mechanisms to improve, suitable to meeting goals and purposes of the institution, to promote effective institutional change, and to improve quality.

(4) Provision should be made for quantitative long-range planning and prospective evaluation. This is a serious problem in many institutions.

The question should be asked as to how the institution will look in the future, how will it be better, how and why might change occur, and what are the objective measures in long term planning? Manning suggested that five years is as good a time frame as any for many criteria for quantitative planning and projection. He noted, however, that demographic data over 20 years is good because the population of a given age is established.

Notes by Francis Hazard
Program Chairman

ESTABLISHING A COMMUNITY COLLEGE OFFICE OF INSTITUTION RESEARCH

Discussion Leader: Dr. Alan Gross, Director of Institutional Research
Macomb County Community College, Michigan

In 1976 Dr. Gross was commissioned to develop a topical paper on the above subject for the AERA/SIG North Central Region in co-sponsorship with the ERIC Clearinghouse for Community-Junior Colleges. One of the purposes of the discussion was to solicit suggestions and contributions from those attending the conference. He reviewed the literature, issues and concerns described in the following paper.

In the establishment of an Office of Institutional Research, Dr. Gross emphasized the role of the research office in providing a mechanism to implement research findings and to impress upon policy makers the need to include research findings in the decision making process. His preliminary findings indicate some discrepancy between what one would define as the ideal office of institutional research and what in actuality exists at the present time. Conference discussion further identified the need to determine those questions which comprise appropriate concerns for the Office of Institutional Research. It was also concluded that a "key-word system" classification taxonomy would be helpful to the field of institutional research.

The topical paper will be directed toward community college presidents, directors of institutional research, university professors of higher education, and students. The paper will assess guidelines for establishing a community college office of institutional research based upon a review and analysis of the literature. Publication is scheduled for May 1977. Suggestions and contributions are welcome by Dr. Gross prior to final draft revision at the end of February 1977. These may be addressed to his office at 16500 Hall Road, Mt. Clemens, Michigan 48087.

A Guide to the Establishment of a Community College Office of Institutional Research

I. Ideological Concerns

An Office of Institutional Research should deal with key questions concerning educational demand, institutional process and educational results. In a staff role the Institutional Researcher should support change in the direction of the more efficient and effective management of educational resources.

II. Actualities

A. The Researcher and His Office: An Historical Perspective: a low-level administrator working part-time on a small budget, the Institutional Researcher generally achieves a moderate level of trust with line administrators. Although he generally reports to the president, his influence on the institution is usually modest. His work is generally miscellaneous in nature: a variety of tasks created by external demands for information and internal pressures for self-justification. There is usually no planned program of institutional research.

B. Current Research Studies Analyzed: The ERIC system has on file a variety of community college institutional research studies: student profiles, transfer student followups, occupational curriculum followups, attrition profiles, program feasibility analyses and evaluations of areas of instruction and student services. These studies may be presumed to be the best in the community college field; therefore, it is definitely apropos to ask of them 1) what skills are required in their preparation and how well are these skills employed? 2) do these studies show an awareness of the literature?

3) what are their purposes? their policy implications? 4) what evidence is there that these studies were successful in promoting change?

III. Discrepancy Between Ideology and Actuality:

There is a discrepancy between the belief that institutional research should have a broad and penetrating role in the community college and the actuality of its modest influence. Partly this is due to the institutional studies themselves; they are likely to be of poor quality and generally lack firm policy recommendations. Obviously, quality should be improved through education and study. In addition, what community college institutional research reports need is an adequate model. This may be found in the reports the General Accounting Office makes to the Congress. On being given a Congressional mandate, the General Accounting Office evaluates a federal government program. The GAO designs and carries out this evaluation in an objective manner. On completion, its report with recommendations is forwarded to the agency responsible for the program. If the agency disagrees with a recommendation, it must give good and substantial reasons for its disagreement. If it agrees, it is expected to provide plans for implementation.

Partly the lack of influence of community college institutional research, however, is the resistance of institutions to change. They are in many cases more inclined to use institutional research to justify existing practices or to make a case before state legislatures, rather than to employ it to promote effectiveness and efficiency. The solution in this case may be to strengthen institutional research by raising its status in three ways: giving it a significant budget, raising its organizational status from the lowest administrative level to the Dean's level, making it clear that institutional research is a serious factor in all high-level policy decisions.

A. Gross
ds/7-12-76

A PROGRAM REVIEW MODEL TO DETERMINE WHICH PROGRAMS REQUIRE IN-DEPTH EVALUATION

by

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Abstract

Time and resources available at MVCC do not permit an annual in-depth evaluation of all associate or certificate programs offered. A Program Review Model was developed in order to determine which programs should be subjected to an in-depth analysis. The model meets the following objectives: (1) To provide a rational basis for program comparisons; (2) To allow for comparisons across programs; (3) To take into account the importance attached to each evaluative criterion and (4) To objectively rank programs by need for evaluation.

Four evaluative criteria were selected for input into the model at MVCC: placement, cost, attraction and retention. An example of the results of input into the model is presented.

SUMMARY

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TITLE OF PAPER: INSERVICE EDUCATION NEEDS ASSESSMENT

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COOPERATING AGENCY: Center For Studies In Vocational & Technical Education, Bureau for Career and Manpower Development-Wisconsin Department of Public Instruction, State Board For Vocational, Technical, and Adult Education, and School of Family Resources and Consumer Sciences: University of Wisconsin-Madison.

PURPOSES & OBJECTIVES:

Inservice education is an important constituent of teacher education programs. However, before these programs can be established, the felt needs of teachers must be considered. Inservice education has been defined as a procedure for improvement of instruction in schools and for increasing competence and professional growth of teacher personnel during their service in schools. In developing this study, the objectives were:

1. Determine the expressed educational needs of Wisconsin teachers of home economics related areas in relation to inservice education.
2. Determine the most desirable types of inservice education programs of home economics related areas.
3. Determine the most desirable conceptual areas to be included in inservice education programs for teachers of home economics related areas.
4. Interpret data to determine if needs of teachers of home economics related areas are affected by educational background, teaching experience, and selected personal characteristics.
5. Provide the findings to institutions responsible for planning inservice education programs for teachers of home economics related areas.

THEORETICAL FRAMEWORK:

Research studies have indicated a definite need for continuing education for teachers. Chesin and Walsh (1) described inservice education as a procedure or improvement of instruction in schools and for increasing competence and professional growth of teaching personnel during their service in schools. Lawrence (5) believes inservice programs are major means for bringing instruction, content, and methods up to date. According to Dale (2) inservice education requires re-thinking in order to meet the needs of the teacher, and these programs should be worthwhile. "Programming for Inservice Growth" by Ogletree and Edmonds(7, p.288) quoted Stoddard as saying:

> "It should be emphasized that progress is made in bringing together theory and practice, or the science of knowledge and its application, only through a continuous program of growth in service."

Johnson states that teacher needs must be a starting point in developing inservcie courses that will assist them in solving their problems in the classroom(4). A study of Rader(8) found that beginning teachers as well as experienced teachers need both preservice and inservice educational programs. Monahan and Miller(6) believe that whomever is responsible for planning and developing inservice education programs should conduct research to determine the goals, activities, and content needed by the teachers. Another publication by Hughes, Crabtree, and Osborn(3) states that inservice education programs will be more effectively promoted and initiated if an assessment is made of attitudes and needs for inservice education as identified by the teachers. Thus, recent literature points out a definite need for inservice education and assessment of teacher interests and needs as part of the program planning. In developing this study, the following assumptions were made.

1. A need exists for inservice education programs.
2. Inservice education can benefit the quality of instruction in schools.
3. All professional people can grow and develop in professional competence.
4. Teacher interests and needs are a necessary part of effective planning and development of inservice education programs.

METHOD & DATA SOURCE:

A questionnaire survey procedure was used, and the population was Wisconsin secondary and post-secondary, technical, and adult education teachers in home economics and related areas, including occupational programs. Data was analyzed using percentages and means.

The data analyzed represent 87 per cent of the population of secondary home economics teachers in Wisconsin, as well as an estimated 55 per cent of the post-secondary and adult teachers who were contacted.

RESULTS:

The results include reporting of data related to types of inservice education programs, conceptual areas and professional concerns identified by the teachers as well as demo-graphic data describing the professional background and educational level of the teachers. Also assessed were teacher attitudes toward inservice education.

EDUCATIONAL VALUE:

The findings have implications for planning inservice education programs for teachers of home economics throughout the state. Agencies in the state who will be using the findings are the local administrators, school boards and teachers as well as home economics teacher educators throughout the state. The data were presented by specific geographic areas of the state so programs may be planned to fit specific needs that were identified. The conclusions contain recommendations for inservice education programs as related to expressed needs and interests in subject matter areas and types of inservice education programs, as well as suggestions for implementation of effective inservice educational programs. The methodology of this study is applicable to assessing teacher inservice needs regardless of subject matter area.

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ABSTRACT

TITLE: INSERVICE EDUCATION NEEDS ASSESSMENT

AUTHORS: Lois Hughes and Barbara Dougherty

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Education.

Inservice education is an important constituent of teacher education programs. Before these programs can be established, the felt needs of teachers must be considered.

The design of this study focused on determining the expressed inservice needs of Wisconsin secondary and post-secondary Vocational, Technical and Adult Education teachers of home economics related areas.

Results included data related to preferred types of inservice programs, conceptual areas as well as teacher attitudes toward inservice, for use in planning inservice programs for teachers of home economics related areas. The methodology of this study is applicable to assessing teacher inservice needs regardless of subject matter area.

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Integrating the Handicapped Student Into Regular Classes: Can the Educational Researcher Help?

The process of integrating students with handicaps into regular programs is not a unitary phenomenon. It consists of at least four aspects: a) temporal, b) physical, c) social-emotional, and d) instructional. Each aspect has unique benefits and potential problem areas. The integration process itself implies a policy change which entails a shift from the group to the individual as the basic unit around whom education is planned, organized, and conducted.

The problems and opportunities evolving from this integration process can be expected to have a significant impact on education at the post-secondary level for some time to come, because 10-12 percent of all people currently aged 5-18 have a physical, emotional, or intellectual handicap. As the educational opportunities for these people increase at the primary and secondary levels, it is logical to assume that their expectations for educational opportunities at the post-secondary level would also increase.

In the areas of adult education, the unmet needs of handicapped people are staggering. For instance, the labor department estimates that 57 percent of this nation's 15 million handicapped people are NOT employed and the majority of the rest are underemployed. If post-secondary institutions are committed to serving all who can benefit from their services, then these institutions should address themselves to the educational needs of the nation's handicapped people.

The researcher in a post-secondary setting has an opportunity to make a significant contribution to the successful integration of handicapped people into regular programs. The researcher can assist in determining the most efficient and effective strategies utilized by each major group concerned about the integrative process.

The first major group, administrators, are concerned about issues such as the establishment of priorities, preparation of staff (curriculum content, skill training, and emotional preparation), coordination of services, accountability, and legal issues.

The second major group, teachers, have concerns about classroom management issues, teaching process issues, and materials modification issues.

The third major group, students, are concerned about issues such as peer acceptance, success in class, and employment success after graduation. The researcher can help determine the impact of both administrative and teacher actions on these student concerns by employing at least four direct measures and eight unobtrusive measures which can serve as indicators of effectiveness.

The fourth major group of people concerned about the integrative process is comprised of both parents of and advocates for handicapped students. Concerns of this group include the quality of education and elimination of the barriers to a quality education for handicapped people. Advocates often view administrative, teacher, and researcher behavior as oriented mainly to the preservation of the status quo. There are at least eight behaviors often practiced by school personnel that can be interpreted as stalling tactics. Unintentional misunderstanidng can exacerbate an already emotionally charged situation.

The actual research methodology which could be utilized to define, study, and ameliorate the problems stemming from integrating handicapped students into regular classrooms will also be reviewed. These include "innovation as experiment," goal-free evaluative research, summative versus formative evaluative research, and the team approach to the research process and research utilization.

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Integrating handicapped students into regular programs consists of four aspects: a. temporal, b. physical, c. social-emotional, and d. instructional. This integrative process implies a shift to the individual as the basic unit of educational planning, organization, and implementation.

Many handicapped people need educational services. Fifty-seven percent of the nation's handicapped adults are unemployed. The researcher can help improve the educational process for handicapped people by examining the activities of administrators, teachers, students and parent-advocate groups. Methodology also suitable for such applied research include "innovation as experiment," goal-free evaluative research, formative-summative evaluative research, and team research.

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WISCONSIN PLACEMENT MODEL

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"Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System" was a project funded by the U.S. Office of Education (Bureau of Occupational and Adult Education) during the fifteen mouths from July 1974 through September 1975. The project was conducted by the Wisconsin Vocational Studies Center, University of Wisconsin-Madison.

Rationale

Unemployment rates of youth aged 16-19 are nearly three times that of the adult work force and many students who begin educational programs beyond the high school level do not complete these programs. Career planning by youth today lacks clear accessible goals, appropriate planning strategies and coordination with career opportunities in their environment. In short, youth do not know how to make a smooth transition from their present status to their next desired career step. The purpose of the project was to develop a model placement system to facilitate the transition of youth from their school environment.

Methodology

Review of placement-related literature and existing placement programs was conducted. A position paper supporting the need for a school-based comprehensive placement system was produced from this activity. The project further established a data base of information from questionnaire surveys in three Wisconsin population regions. The study determined what was available, what was utilized, and what was needed from placement services. Current and previous students of the high schools and Vocational, Technical and Adult Education schools in each of these three regions were surveyed, as well as providers of placement services. Based upon the review of literature and the data generated from the survey, a model ("A School-Based Career Placement Model") was developed.

Results

The model career placement delivery system has two major objectives: (1) To maximize individual user's competencies for independent career functioning, and, (2) To maximize the availability of career placement opportunities. This model placement system coordinates various school and community resources, is comprehensive in its instructional and guidance services available to users, is student-centered and is flexible to diverse user needs and resource availability. Since completion of the project the model has received widespread acceptance and is being utilized in Wisconsin Department of Public Instruction placement projects this school year.

Summary of Career Placement Model

Mission Statement

To assist an individual make transition from one educational or training activity to the next desired level of career preparation, procurement or advancement.

Qualities

) All placements are considered transitional.
2) The contribution of a particular placement to an individual's career can be evaluated by the individual.
3) The terms "job placement" and "educational placement" are obsolete and need to be supplanted by a career placement orientation.
4) The Career Placement Model should maximize the command an individual can exert over his/her career destiny.

Model Components

Career placement is considered a function of
- job and educational opportunities available
- occupational and educational background
- guidance services received

Characteristics

1) Coordinated in terms of the involvement of various resource personnel.
2) Comprehensive in terms of the scope of the instructional and guidance services available to users.
3) Student-centered in terms of its placement component focus.
4) Universal in terms of the students served.
5) Flexible in terms of its adaptability to diverse user needs and resource availability.
6) Dynamic in terms of its ability to incorporate feedback information for improvement.

Model Objectives

A. To maximize individual user's competencies for independent career functioning.

1) To formulate a unique career identity as an integral part of the self-concept.
2) To determine and develop appropriate career planning strategies.
3) To possess the necessary preparation and experience for entry into or progression within at least a cluster of occupational options.
4) To utilize alternative educational, occupational or community resources for the implementation of career plans.
5) To critically re-evaluate and/or change career pathways.

B. To maximize the availability of career placement pathways through:

1) placement solicitation
2) placement development
3) provision of ancillary services

CAREER PLACEMENT DELIVERY SYSTEM

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The model Career Placement Delivery System was the result of a U.S. Office of Education funded study of the transition of youth from their school environment. The study determined what was available, what was utilized, and what was needed by youth from placement services. Approximately 2,000 enrolled students and graduates from Wisconsin high schools and vocational schools were surveyed. The resulting placement model coordinates various school and community resources in order to maximize student competencies for career self-reliance, and to maximize the availability of placement opportunities. Pilot projects in 56 high schools and 15 Job Service districts are concluding.

DEVELOPMENT OF A SEMANTIC DIFFERENTIAL INSTRUMENT FOR STUDENT EVALUATION OF COMMUNITY COLLEGE COUNSELING CONFERENCES

by

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Summary

Although research and theory agree on characteristics of effective counseling processes, outcomes and services, instruments to measure counselor's skills in these areas are lacking. The purpose of this project was to develop an instrument for community college student evaluation of individual conferences with their counselor.

On the basis of a review of counseling research and theory, concepts and scales were selected to represent hypothesized factors and dimensions on a semantic differential instrument.

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A jury panel of practioners, theoreticians and counselor administrators confirmed the content and construct validity of the instrument.

A sample of 281 community college students completed an evaluation of their individual conferences with one of 11 counselors at Moraine Valley Community College.

Construct validity of the instrument was established, also, by means of a principal components analysis of student responses with varimax rotation to simple structure. This analysis confirmed a counseling process dimension consisting of factors labeled "Acceptance of Client," "Counselor Support" and "Counselor Self-Acceptance." A counseling outcomes dimension was confirmed, too. Factors labeled "Conference Worthwhileness" and "Counselee Independence," comprised the outcomes dimension. These five factors accounted for 60 percent of the total common variance.

Counseling services were tabulated separately by frequency of use.

As measured by Cronbach's coefficient Alpha, the internal consistency reliability of the total instrument was .92. Internal reliability coefficients for factor scores ranged from Alpha coefficients of .74 to .90. Point biserial correlation analyses of the relationship between item responses and factor and total scores confirmed the multi-dimensionality of the instrument.

Scale, factor, dimension and total scores were calculated and reported to each counselor on profile sheets which showed that counselor's results in relation to a composite for all counselors. Results were used diagnostically to establish individualized professional growth goals.

Annual administration of this student evaluation of counseling conferences and of the peer and self-evaluation instruments derived from it have become components of an emerging comprehensive counselor evaluation program at Moraine Valley Community College.

DEVELOPMENT OF A SEMANTIC DIFFERENTIAL INSTRUMENT FOR STUDENT EVALUATION OF COMMUNITY COLLEGE COUNSELING CONFERENCES

by

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Abstract

A semantic differential instrument was developed for student evaluation of individual counseling conferences.

A jury of counselors, counselor educators and counselor administrators confirmed the content and construct validity of the instrument.

Construct validity was demonstrated, also, by means of a principal components analysis of 281 students evaluations of 11 counselors. This analysis yielded three process and two outcomes factors which accounted for 60 percent of the total common variance.

Internal consistency reliability coefficients, which were high for both instrument and factor scores, confirmed the multi-dimensionality of the instrument, also.

This instrument is used currently in our counselor evaluation system.

ABSTRACT

An Analysis Of A Selected Health Occupations Education Program At An Iowa Community College: A Case Study

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The success of health occupations education programs at the community college level depends not only on teaching and probram evaluation but just as importantly on human communication.

Human communication in the organization includes communication activities (information-seeking, information-giving, and information-maintenance), communication networks (formal and informal), communication channels (verbal, nonverbal, written and meetings), and communication message flows and barriers (upward, downward and horizontal).

Effective human communication in the organization can be established through organizational climates vis-a-vis mutual trust and openness among participants.

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TITLE OF PAPER: AN ANALYSIS OF A SELECTED HEALTH OCCUPATIONS EDUCATION PROGRAM AT AN IOWA COMMUNITY COLLEGE: A CASE STUDY

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SUMMARY

A. Objectives

The purposes of this study were twofold:

1. To study information sharing through human interactions among health occupations education personnel at a community college in the State of Iowa.
2. To develop and up-date the existing health occupations education curriculum to meet requirements of affiliated hospitals as well as students' needs in knowledge and professional skill.

B. Theoretical Framework

This study was initially designed to disseminate factual information, describing personnel values, opinions and attitudes in relation to work. The article does not contain an elaborate theoretical frame of reference. Conceptually, however, this case study reflects the researchers professional and academic knowledge.

C. Methods and/or Techniques

Since the directly involved internal population was only three persons, the case study method was selected and the open-ended interview method was used.

The 28-item interview questionnaire originated from three sources: (1) Professors Karlene Roberts and Charles A. O'Reilly at the University of California at Berkeley from their article, "Some Problems in Measuring Organizational Communication," Journal of Applied Psychology, June, 1974, 59, 321-326; (2) Newton Marquilies article, "Organizational Development in a University Setting: Some Problems of Initiating Change," Educational Technology, October, 1972, 12, 48-52; and (3) this author's instrument.

D. Data Source

The target population included three persons in health occupations education at an Iowa community college: (1) a department head, (2) a coordinator, and (3) an instructor. The scope of this case study was limited to internal college personnel due to time and geographical constraints.

E. Results and/or Conclusions

The study findings indicate that there was a significant impact on internal human relations among members of health occupations education. Findings also prove that not only was there a communication breakdown among members of the health occupations education program, but members also explicitly expressed a lack of communication with other members of interdivisions.

Feedback from practicum students and external organizations (affiliated hospitals) and follow-up study from health occupations education graduates have been neglected.

This particular program needs curriculum change together with supplemental faculty in order to meet the strategic goal instead of the tactical goal of the department and of the college.

Briefly, this health occupations education program must revamp the existing curriculum and improve human interaction, internally and externally.

F. Educational or Scientific Importance of the Study

The significance of proper information sharing among the academic community is of utmost importance to enhance morale including administrators, faculty members and students. Successful academic governance can only be achieved through effective interaction/communication among all staff members of the academic community. Morris Keeton in his article, "The Disenfranchised on Campus," Journal of Higher Education, 1970, 41, 421-429, described the importance of formal as well as informal communication among academic constituents in the light of successful academic governance.

Feedback from graduates, practicum students and external organizations relating to academic programs of health occupations education are also crucial in terms of program evaluation, faculty evaluation and academic evaluation, especially from the perspective of administrative aspects. This case study reveals a tremendous impact on human behavior in a particular community college in Iowa.

The value of evaluating human behavior in academic organizations was discretely delineated in the article by Greenwood, et. al., "Student Evaluation of College Teaching Behaviors Instrument: A Factor Analysis," Journal of Higher Education, 44, 596-604.

This study although limited in scope addressed the above identified areas: human communication and curriculum evaluation.

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Student Information System

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A basic goal of a Student Information System (SIS) is not merely the identification or collection of the elements of student personnel services but more importantly an adequate conceptualization of their interaction and interdependence. This conceptualization, consequently, is designed to achieve better problem identification and more effective student-oriented decision-making. The SIS can help to recognize students needs and interests and to lead to programs and assistance to satisfy these concerns.

The SIS is based on a taxonomy of student services. For increased efficiency in the use of the data, the SIS will be available by way of a computerized program output that will be both readily accessible and easily understandable to its expected users--counselors, faculty, the administrators,and student government. It would be implemented over several stages: 1) collection of data on incoming freshmen; 2) later, collection of information designed to provide a base for analysis of success of students as it can be related to these characteristics: 3) and several years later, a follow-up of graduates, including a review of their academic and on-the-job performance. A correlational analysis and a statistical test of significance on student characteristics and their career placement or skill development would also be undertaken.

For data collection and use,the SIS would be divided into these four groups: Admissions and Selection, Testing, Research, and Registration. Examples of specific data to be collected and later applied into operational and research reports are the following: student's attitudes and values-incoming and graduating, special services used by students, special skills developed in college, student activities engaged in by students while in college, career placements and their correlation to academic major, occupations of graduates, salary range of recent graduates; future educational plans and other related aspirations or expectations.

Some representative avenues of communicating the findings, derived from these student statistics, are periodic summary reports, news letters, departmental or divisional meetings, and the use of other professional media. The alternatives for dissemination usually do not require large expediture of money and can serve effectively in attracting public awareness of the ongoing student services supplied by the Student Affairs Division. Such methods contribute to sound public relations of the college.

Both quantitive as well as qualitative, formal as well as informal, measures of evaluation can be adopted to appraise the degree of success realized in using an SIS. A structured or semi-structured questionnaire can be distributed to students and faculty, asking for feedback on how well this system is serving their needs; interviews with users can supply both objective and subjective information. Statistical analysis can range from simple univariate statistics like means and percentages to more sophisticated, heuristic, multivariate analyses including linear regression and possible canonical correlations or discriminant functions.

The SIS model is adaptable to the three major decisions which have evolved from institutional research in the past three decades: operating, management and policy decisions. Implementations of this model in these decision areas have already been done at various colleges and universities in Illinois. For example, a study of graduates was conducted at Joliet Junior College leading to a review and change of their career curricula.

Services to be provided to meet the recognized needs and interests of students, identified by the SIS, will have to be budgeted for and actively implemented. The anticipated results in enhanced student development, however, can increase the productivity of higher education. An important role change that college student personnel workers and institutional researchers can undergo through a scientific,creative use of a student information system is that from maintenance of the store and operator of the system to a strategist and changer of structure.

The second survey was conducted to determine the need of area child care agencies for employees with an associate degree in child development. The population for this survey was all child care agencies listed in the Kalamazoo County Social Services Directory. The survey instrument was mailed to all 40 agencies listed, and 20 returns were received. The population was reduced to 26 when 14 of the original 40 agencies were discovered to be closed permanently or for the summer.

Research Findings and Conclusions

Major research findings were:

1. Approximately 300 students in area high schools and vocational education centers made inquiries regarding child development education in the 1974-75 school year.

2. Referrals currently made by high school counselors for students interested in child development education are limited to the secondary education level only.

3. One-half of the 20 agencies who responded to the questionnaire indicated they will hire additional staff during the next year, and a total of 130 possible positions open for employment were reported.

4. Thirteen of the agency directors believe there is a need for trained child development workers at the present time. Seven of the 20 responding agencies reported an employee educational requirement to be a four-year degree. These same agencies indicated that the abundance of elementary school teachers in the Kalamazoo area makes high educational requirements relatively easy to fill.

5. Fifteen of the 20 respondants indicated a definite interest in having present employees participate in child development education activities at KVCC. Workshops were the method of education selected most often (11 respondants) and inservice training seminars were selcted by nine respondants.

6. Three-fifths (12) of the agencies indicated a seasonal fluctuation in clientele. Summer was chosen as the least busy season.

7. Thirteen (65%) of the respondants indicated an interest in having their agencies serve as a field placement cite for KVCC students.

Several conclusions were drawn from these findings. From the limited data gathered, there appeared to be a potential student enrollment in a Child Development Program, including current child care agency employees as well as degree-seeking students. The number of possible positions in the Kalamazoo area indicated a potential market for graduates of a Child Development Program. These conclusions were mitigated by the current plethora of college graduates in elementary education, which may have serious implications regarding what type of employees are actually hired.

A related finding of the study, reflected in this response from an agency director, "Right now we can hire certified teachers for $2.00 per hour", indicated that salary expectations were not optimistic.

Based on the findings from this study, KVCC rejected the research hypothesis and did not institute a Child Development Program. KVCC has, instead, offered a series of workshops with such topics as "Managing Emotional Upsets with the Preschool Child", and "Creative Activities for Preschool Children: Focus on Art and Music". Area child care agencies receive advance notification of these workshops, and attendance has been high. In addition, two courses involving child management have been offered under KVCC's Community Services Assistant Program, and two more courses are planned for Fall Semester, 1976.

Educational Importance of the Study

Concurrent with the need for child care services and the growth of such facilities has been an educational focus on the training needs of child care agency employees. The Michigan legislature recently passed Social Service Act 116, which sets educational requirements for child care agency directors. Colleges nationwide are beginning to offer courses and programs in child development.

These findings may not be generalizable to other areas of the country, especially since Western Michigan University, located in Kalamazoo, graduates approximately 600 students with majors in elementary education each year. These findings do suggest, however, that community colleges may need to examine the type of child development education which will best serve the needs of their communities.

Beyond the topic of child development education, this study serves to emphasize the usefulness of research in the community college. Feasibility studies in particular enable college administrators to discover community education needs, and to organize educational offerings in the format most likely to meet those needs.

Abstract

To enhance the effectiveness of student services and institutional accountability, a model of a student vital statistics and delivery system is proposed. This model incorporates guidelines for its planning, organization, development, implementation and evaluation. Implications for admissions, programming, instruction, research, and alumni relations are also indicated.

Attrition/ Retention/ Intervention

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Can an urban community reduce dropouts? Central YMCA Community College investigated this problem for two years. Through analyses of student and faculty questionnaires, and student data, a basic shift from reactive to active student services has been adopted.

The Early Intervention Model involves identifying dropout prone students at registration, providing active services to students beginning first semester week, and building a regular process of dropout population prediction analysis.

The significant result is ability of the college to identify, serve and follow targeted students from first class through end of fourth week--the period critical for urban community college dropouts.

Attrition/ Retention/ Intervention

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Objectives:

The objectives of this study sequentially stated were to:

A. Generate hypotheses and necessary definitions through discussion with line and staff personnel at Central YMCA Community College.
B. Collect information from Fall, 1975 SRS data base that would give "time delay" information on dropouts (comparisons for several weeks).
C. Ascertain how many and what types of students dropped out during the first week of class.
D. Administer a questionnaire to a systemative sample of students in mid- semester, Fall, 1975 to test hypothesis generated under A. above.
E. Administer a questionnaire to a systematic sample of faculty to test hypotheses generated under A.
F. Transfer student registration data into SPSS format for statistical analyses.

Theoretical Framework:

A confluence of evidences technique derived from the work of Campbell and Stanley (1966) was used in this study. The assumption from the outset was that no one of the data sources pursued in the six objectives would be sufficient to test the hypotheses and suggested courses of action, but that the best picture would emerge from the complementary insights provided by a multivariate approach.

It was assumed that the confluence would avoid fallacious post hoc ergo propter hoc interpretations of the data.

Methods and/ or Techniques:

To implement the objectives, SRS (Student Registration System) data for three semesters (Fall 1974, Spring 1975, Fall 1975) was converted from non-card format to card format suitable for SPSS analysis.

Chi-squared tests were made to determine significant differences between sub-populations to pinpoint dropout prone groups. The X^2 technique was also used to analyze variable from the two questionnaires.

Data Sources:

Data was obtained from the following:

1. Files from SRS from Fall 1974, Spring 1975, Fall 1975.
2. Faculty questionnaire to selected faculty members.
3. Student questionnaire to systematic sample.
4. First week dropout report for 140 class sections.
5. Previous reports from Institutional Research Office.

Results and Conclusions:

The most interesting conclusions were that:

1. A large part of the population of CYCC can do (has been doing) quite well with little or no student services beyond minimal registration advising.

2. Among the definable sub-populations having high dropout rates, full-time students taking remedial non-credit courses, present the logical group for whom intervention is indicated.

3. The highest dropout rate occurs in the first week of class--in fact, one out of every eight students registered at CYCC in Fall 1975 had dropped out by the second week of class.

4. Counseling services must be changed from reactive to active to impact student dropout rates.

Educational Significance of the Study:

Four results have educational significance. These are:

1. A small number of readily available variables can pinpoint dropout prone students at the end of student registration;

2. The inter-semester dropout problem and the intra-semester problem are one and the same: students drop out in the first week of class. We have studied this and replicated our findings (Kirby, 1975; Coffey, 1976);

3. The most critical time for student support services is the first four weeks of class in every semester;

4. Effective student services can be provided with very limited resources because less than one third of the students need extensive contact beyond registration. Limited staff supports (counselors, faculty advisors, financial aid personnel, placement diagnosticians, for example) are available at most postsecondary institutions. The only change required is to focus on the students to provide help for them when they need it.

The next task in the Atrrition/ Retention/ Intervention project is to test our findings at other urban community colleges before they can be confidently generalized beyond the CYCC experience we have described.

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RURAL STUDENTS: HOW UNIQUE ARE THEIR CAREER PLANNING AND PLACEMENT NEEDS?

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Rural youth have been described as particularly handicapped in accomplishing the transition from school to work because of the limited training and educational opportunities in the rural community (U.S. Department of Labor, 1971: 130-133), the narrow range of occupational role models available (Borow, 1974: 165), and their tendency to rely on second-hand, and frequently biased, information concerning career options. However, in recent years the physical and psychological boundaries between urban and rural areas have been diminishing. Correspondingly, the prior assumptions regarding the career guidance needs of rural youth appeared to need re-examination.

Research Questions

1. Are there differences in the post-secondary activities planned by rural and urban youth?
2. Are there differences in the resources used by rural and urban youth in career planning?
3. Do rural youth have less contact with role models pursuing their chosen career activity than do urban youth?
4. What barriers do rural youth encounter in the realization of career goals?

Survey and Sample

In 1975, the Wisconsin Senior Survey was administered in 411 of the 426 public high schools in Wisconsin. The survey requested that seniors provide information as to the post-secondary activities they planned to pursue, the reasons for these plans, the barriers they anticipated, and the preparation and guidance they had received. Rural and urban respondent samples were isolated. The rural sample included all respondents who were enrolled in schools with 500 or fewer students and located at least 25 miles from any Wisconsin city of 25,000 or larger population (N = 7,302). The urban sample included those seniors from schools inside the 25 mile radius with an enrollment of more than 500 students (N = 32,803).

Results

Rural and urban students embraced remarkably similar career cluster goals. The only instance of a reported discrepancy in cluster goals of greater than three percent concerned the area of agricultural careers where eleven percent of the rural students expressed this preference as compared with five percent of the urban students. Despite the similarity of career goals, the two groups appeared to perceive different aspirational levels within these goals. The rural students anticipated both lower starting salaries and lower maximum incomes. Fewer of the rural students planned on attending a four-year college program upon graduation.

The students were also asked to rate the helpfulness of fifteen career guidance resources. Contrary to previous observations concerning rural youth, these resources were rated similarly by both urban and rural students. In fact, in all but one instance, where a discrepancy was noted between the percentages, the discrepancy was in the direction of a greater percentage of rural youth perceiving the resources as valuable.

Rural youth have also been described as relying heavily on family members for career guidance rather than school counselors (Straus, 1964) and as having limited contact with occupational role models. The data collected from the senior survey included the following observations:

1. Although 90 percent of the rural youth indicated that their family and relatives had been helpful in career planning, the comparable percentage for urban students was 89 percent.

2. Rural youth appeared to receive somewhat more help from school counselors than did their urban counterparts (73 percent to 67 percent respectively).

3. An identical percentage (60 percent) of the rural and urban respondents indicated that people in their chosen post-secondary activity had been helpful. An identical percentage (22 percent) of the rural and urban students also indicated that they had no contacts with others pursuing their selected activities.

It would appear that rural students tend to rely on the same major resources in career planning as their urban counterparts.

A major barrier encountered by rural students in pursuit of their career plans is the frequent need to relocate to obtain the desired opportunity. Relocation was particularly necessary for those planning further education. Almost half of the rural students indicated that their chosen school was in a distant community.

Implications

1. These preliminary data suggest that previous "rural" stereotypes are probably invalid. Further research is needed regarding the career development of rural youth and the reasons for their apparently lower aspirational

levels. The psychological impact of the frequent need to relocate, especially for rural girls, should be examined and considered in the development of educational facilities for these youth.

2. Those providing career guidance to rural youth should attempt to develop programs which can assist the student confronting relocation. Parents should be included in the process because of their obviously major role in the career planning of youth. Additionally rural youth should be informed of the various urban resources which may be helpful including the Job Service, local mental health clinics, community action agencies, student personnel services, and the local medical society.

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ABSTRACT

RURAL STUDENTS: HOW UNIQUE ARE THEIR CAREER PLANNING AND PLACEMENT NEEDS?

Rural youth have been characterized as handicapped in the transition from school to work because of fewer occupational role models, dependence on "biased" career information, and limited educational and training facilities. These assumptions regarding rural youth were examined through a comparison of the responses of students in rural small schools with those in urban large schools on the 1975 Wisconsin Senior Survey. The results of the data analyses suggested few differences in the guidance received by rural and urban youth. However, the need to relocate to receive further training continues to be a major career barrier for rural students.

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Convergence Planning for Research

(a) Objectives: The objectives for the study to be reported were:

1. Determine the problems encountered by occupational educators in post-secondary schools in Wisconsin.

2. Develop a convergence plan for research.

3. Evaluate and validate the convergence plan and planning technique.

(b) Theoretical Framework: A number of management planning techniques are available for use in research. However, most research projects involve the exploration of complex problems. During the investigation process new approaches and activities may be mandated by the results from prior phases of the research. As a result, many management techniques, such as PERT, are not appropriate since they require an explicit definition of activities and the flow of activities prior to the initiation of the project.

The convergence research technique was developed in medical research to provide a planning technique which would not be constrained by these problems. The technique involves identification of a major goal(s) for the research program. Research activities are then designed to converge on a solution(s) related to these goals. Research activities are divided into major phases, steps, and projects in order to give the research planner a better grasp of the specific research activities required.

Large research programs involve research projects ongoing at a variety of locations and institutions; therefore, a communications flow is also included in the plan. A resources flow is identified and correlated with the research activities in each of the steps and phases of the total plan.

(c) Methods And/Or Techniques: After reviewing the convergence research planning technique, it was determined that the goals for the vocational research plan and the research projects to be identified within various phases and steps of the plan should be based upon the problems and needs of occupational educators in Wisconsin's VTAE schools. Thus, an imperical approach was selected for this study. Problems were identified through a review of current literature and interviews with a number of vocational educators in Wisconsin's VTAE schools. Consultants from the State Board of Vocational, Technical and Adult Education also suggested problem areas. These problems were then synthesized and placed in a survey form. This form requested the respondent to indicate the magnitude of the problem and priority which should be assigned to its study. After the data were collected, a committee comprised of occupational educators met to develop a convergence research matrix. After the draft copy had been identified by the committee, it was edited and presented to the Advisory Committee for the project. Based on the Advisory Committee's suggestions, the final research matrix was developed.

(d) Data Sources: The research problems survey form was forwarded to all directors of VTAE schools in Wisconsin. This instrument was also sent to administrators in charge of instructional services and research and planning in Wisconsin's VTAE system. An abbreviated form was developed and mailed to the administrators in charge of student services. The items on this form pertained only to problems related to student services. The program area consultants at the State Board of VTAE also received a survey form.

(e) Results and Conclusions: It was found that a viable research plan could be generated through the application of the convergence research technique. The plan included five major phases of research: (1) needs assessment, (2) systems design, (3) development and pilot testing sub-systems, (4) implementation and integration of sub-systems and (5) evaluation. Research carried out in the state during the past three years has shown the importance of appropriate needs assessment techniques as a basis for further program planning. Experience at the Center for Vocational, Technical and Adult Education at UW-Stout has also indicated that viable instructional and curriculum systems can be designed based upon needs assessment data. Less research has been done on the implementation, integration and evaluation phases. However, experience up to this time indicates that these phases are valid and will need to be developed further in order to provide the procedures and techniques needed for successful implementation and integration of new content and strategies in post-secondary institutions.

The information gathered during the problem survey also proved to be very valuable in establishing research priorities for the state. The Wisconsin Research Coordinating Unit in concert with the VTAE districts used the data to identify priorities for funding projects. Last year a similar problem survey was conducted again to establish priorities.

(f) Importance of the Study: Two aspects of the study have significance for post-secondary education. First, experience with the convergence research planning technique indicated that it was an acceptable tool for research planning. It has special value for larger scale research projects or areas in which coordination of research activities is sought. The technique provides guidance for developing an overall research plan which will make more effective use of resources and time. Also, it provides a basis for communication among researchers and professionals in the fields being investigated.

Second, it provides a useful research plan and information on research problems. The problems survey process has proven to be valid and useful.

Convergence Planning for Research

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The objectives of the study were to determine the research problems encountered by occupational educators in the Wisconsin VTAE system, develop a convergence plan based upon these problems and evaluate the appropriateness of the convergence planning technique for developing a vocational research plan.

The convergence technique developed in medical research was applied in this study. The information collected from the directors and assistant directors in Wisconsin's VTAE schools and SBVTAE consultants was used to develop a research matrix. The research matrix consisted of the major end goals for the research program, five major phases of research, a communications network, and a resources flow.

Experience with the convergence planning technique and the research matrix indicate that they are valuable tools for planning and coordinating research at the post-secondary level.

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Developing and Designing Student Follow-up Publications

Extensive research is an ever present factor in today's educational world. One area receiving increased attention is the conduction of follow-up studies of former students of educational institutions. Critical aspects of this research include the development of projects, collection of data, analysis of data, and formal reporting of data. One aspect sometimes overlooked is the presentation of follow-up data to the public. Students, counselors, and administrators are among the numerous individuals who may find this data most useful in planning future programs, class offerings, or their own careers. The importance of this data requires that a systematic procedure for presenting follow-up information visually to an audience be explored and utilized.

Follow-up studies of former students are conducted to meet the requests and requirements of many groups and agencies. Along with reports to the Office of Education, Veterans Administration, and school boards, the data is often compiled for presentation to other individuals, including faculty, counselors, and students. The presentation formats used for these follow-up reports should be developed with three basic factors in mind: data, audience, and approach.

The first step in developing presentation materials should be the selection of and examination of data to be included in the report. This should be examined along with the second basic factor, the audience. Audience characteristics which must be identified include who will use the data (students, prospective students, counselors, teachers, legislators, administrators); how they will use the data (school/career selection, budget appropriations, course content); what they need to know (employment figures, enrollment figures, wage earnings, job placement); and when and where they will use the data (high schools, post-secondary institutions, counseling offices, home, government offices). Each department, school, or district developing a publication must determine these factors according to their objectives, unique situations, and follow-up/research projects. Consultations with various users in the designated audience offer much insight to their needs and use of the material. Critiques of previously issued materials offer a base from which to build new approaches and expand successful ones. Each publication can be used as a stepping stone toward developing better publications. While the structure of the report will partially determine how data is used, the structure should also consider the audience's use demands.

Upon determining the basic data to meet the audience characteristics and needs, the actual approach to the report format (third basic factor) may be selected. Various approaches are available in that one can be formal, informal, traditional, modern, elaborate, or basic. An informal publication may be more frequently and casually referred to than a formal piece, or one's audience may react more favorably to a traditional publication than a modern one. Also, materials can be merely informational, or they can also incorporate a publicity function. Published materials in the case of a follow-up study may introduce prospective students to a school, campus, or particular program.

The approach and general impression delivered by the publication can be dictated by any or all of the following factors: size and shape of the publication; texture and grade of paper; ink and paper colors; style and size of print; tables, charts, and graphs; pictures and sketches; graphic/art work; verbal text; human interest highlights; personal endorsements; and the complexity of the materials. A publication utilizing colors, graphs, pictures, and graphic work may be more appealing than a black and white publication including much verbal text and complex charts. The above approaches to the format are directly related to the desired use and effect of the publication and should be selected and incorporated with these in mind.

At this stage of developing the presentation format, many factors enter the process which will affect the final product. The budget allocated for the report, the printing processes available, and the papers and inks available are only a few of the factors which will influence and partially determine the final design. Will the final piece be displayed, handed out, or posted? Will supplements be issued as the year progresses? Is the piece to be compatable with other publications? Will the publication be easily mailed? These questions only indicate some of the areas which need to be examined. The basic formats from which one can select include those of brochure, pamphlet, newsletter, packet-folder, poster, or bound piece. These can be modified or combined to meet one's determined needs. Work with a graphic artist or experienced designer can be most beneficial as they should be familiar with available materials, time requirements, and cost factors. Their suggestions and experience will hopefully lead to an attractive and versatile publication which meets many of the designated criteria.

The publication developed during a systematic and thorough approach should be visually attractive, well-received, informative, and easily read. As stated earlier, each publication should also be used as a base for improvement for future publications. Feedback is important.

The publication developed for the Wisconsin Board of Vocational, Technical and Adult Education Student Follow-Up Study this year utilized a folder-packet concept. A folder already imprinted with the state vocational system emblem was used. This helped to decrease costs and printing time. Charts, graphs, definitions, and general information were over-printed on the inside and back of the folder with the report title over-printed on the cover. A detailed six-page chart indicating response rates, employment factors, and salary information on former students was developed as an insert to the folder. Statewide totals for all existing programs were presented with the programs being listed alphabetically and grouped by degree type within instructional division areas. This particular breakdown resulted from comments by audience users including placement coordinators and counselors. These supplemental/insert charts could be distributed or posted according to the user's needs. The folder concept also allowed that additional supplemental reports developed by individual districts or institutions be added to the folder and easily distributed as one packet dealing with this year's follow-up study.

The development and use of publications dealing with follow-up studies warrants a thoughful and systematic procedure. The audience must be encouraged to initially notice, identify, and use the publication. This may be partially accomplished through its design, attractiveness, and clarity. Counselors, in working with students and prospective students, may refer to the publication for career information dealing with placement or salary information. A prospective student may make a program or career choice based on this information. Also, a legislator or community may determine their support of a program or institution according to the publication. It is necessary that these and other individuals are able to digest the report and use it to meet their needs. The audience's use and reception of any such publication is initially determined by the publication itself; therefore, the publication must be designed, created, and printed so that the original objectives are met and that the audience population receives a useful and desirable publication.

Developing and Designing Student Follow-up Publications

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Data resulting from follow-up studies of former students of educational institutions is often presented visually through publications to numerous agencies and individuals including students, counselors, and administrators. The audience's use and reception of any such publication is initially determined by the publication itself. These factors may be partially influenced by the publication's design, attractiveness, and clarity.

A systematic procedure should be utilized in developing such follow-up reports. Factors basic to this procedure include consideration of the data to be reported, the audience's needs and characteristics, and the desired visual impression or approach to the publication.

A Study of Administrative Relationships in Adult/Continuing Education Divisions and Academic Affairs Divisions in Junior-Community Colleges

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This study identifies and synthesizes the perceptions of Kansas junior-community college administrators in academic affairs and adult-continuing education relative to their degree of implementation and importance of task characteristics conducive to successful administrative behavior. The respondents' perceptions of their administrative behavior was presented on a twenty-eight item response test relating to administrative task characteristics, administrative practice, and program planning behavior.

Mean scores and rank orders were calculated from a five point rating scale on importance and implementation of administrative behavior characteristics. Results indicated adult-continuing education functions had less than equal status with academic affairs in half of the areas studied. Extreme importance ratings were received for operating adult education under a mission statement having trustee policy backing and a clear line of authority and channel of communication at all administrative levels.

SUMMARY STATEMENT

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A STUDY OF ADMINISTRATIVE RELATIONSHIPS IN ADULT-CONTINUING EDUCATION DIVISIONS AND ACADEMIC AFFAIRS DIVISIONS IN JUNIOR-COMMUNITY COLLEGES

This effort was initiated as part of a larger research design aimed at determining ways and means to enhance the delivery and success of adult/continuing, and community services education in American junior-community colleges. The data collection, research design, and treatment of data do not reflect sophisticated statistical methods as the intent was to proceed in a descriptive approach along selected areas relating to administration and organization in Kansas junior-community colleges.

The proposed research was submitted to the Graduate School at Kansas State University for consideration relative to the faculty research award program. The research award was subsequently received with funding through the Bureau of General Research.

This research attempts to describe and interpret the relative condition of the administrative environment in Kansas junior-community colleges within selected areas relating to the adult/continuing education and community services function. Experiences associated with the design, conduct, and conclusions of this research effort should be most helpful to the practitioner in improving the administrative environment and the development of similar and more extensive research goals in the area of administrative behavior. It is hoped the report will also contribute to a general awareness among administrative personnel toward development of comprehensive junior-community college programs and increased success with adult/continuing education and community service efforts.

Objectives of the Study

To:

1. determine specific demographic characteristics of the administrative leaders having "top" responsibility for the adult/continuing education and community services function in junior-community colleges.
2. describe and summarize the adult/continuing education and community services function as defined by junior-community college leadership.
3. assess the degree to which the adult/continuing education function has equal status to academic-credit functions relative to specific organizational, administrative, and program areas.
4. determine the degree of importance of selected task characteristics conducive to successful administrative behavior among administrators in academic affairs and their counterparts in adult/continuing education and community services.
5. determine the degree of implementation of selected task characteristics conducive to successful administrative behavior among administrators in academic affairs and their counterparts in adult/continuing education and community services.
6. synthesizes the research results into specific suggestions and

recommendations relative to the administration and conduct of adult/continuing education and community services in junior-community colleges.

Theoretical Frame Work

The theoretical frame work of the study may be described through a conceptual analysis of administrative effectiveness (see figure 1) adopted from Oaklief[1] which illustrates how the project deals with the investigation of administrative behavior in developing and conducting adult/continuing and community services education. Basically, the model visualizes:

1. the relationship of administrative behavior with selected aspects of management as represented by administrative task characteristics, program planning and development, and administrative practice.
2. the impact of selected demographic variables, organizational situations, and administrative perceptions on the importance and performance of specific administrative tasks programs, and practices in adult/continuing and community services education.

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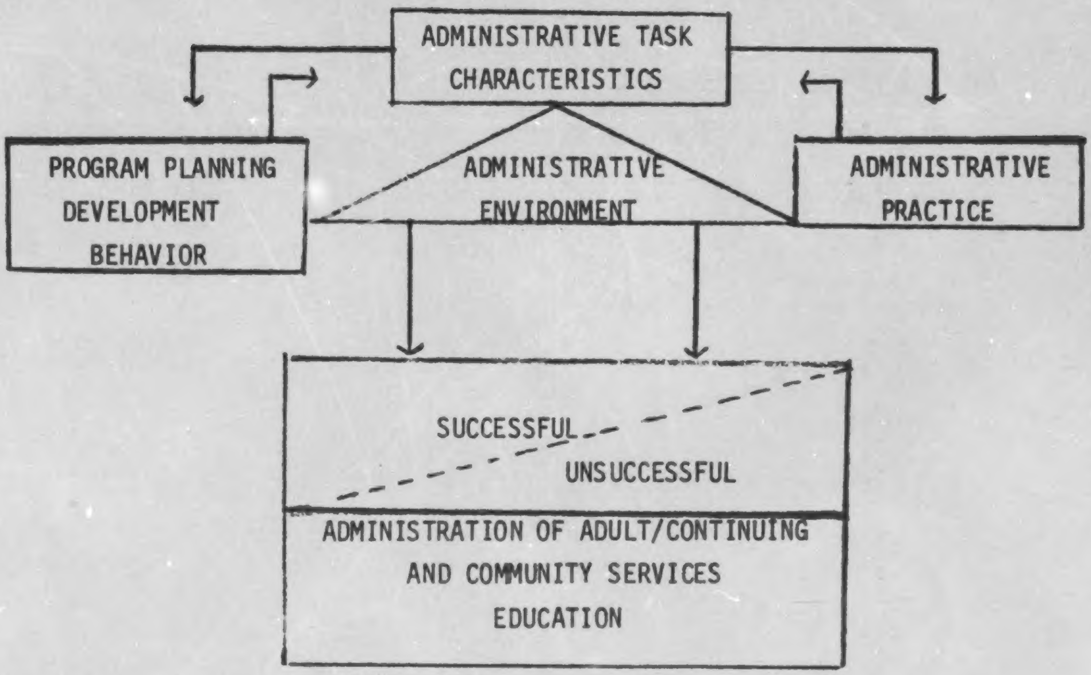
[1] Charles R. Oaklief, The Critical Incident Technique: Research Applications in the Administration of Adult and Continuing Education, Paper Presented at the Adult Education Research Conference, King Edward Hotel, Toronto, Ontario, Canada, April 7-9, 1976.

Figure 1

THEORETICAL FRAME WORK


ADMINISTRATIVE TASK CHARACTERISTICS
PROGRAM PLANNING DEVELOPMENT BEHAVIOR
ADMINISTRATIVE ENVIRONMENT
ADMINISTRATIVE PRACTICE
SUCCESSFUL
UNSUCCESSFUL
ADMINISTRATION OF ADULT/CONTINUING AND COMMUNITY SERVICES EDUCATION

The three variables of program planning - development behavior, administrative task characteristics, and administrative practice are graphically represented in the model and each area or in combination with each other have a causal relationship, when exercised in various administrative-organizational environments, on some degree of successful or unsuccessful program effort in adult/continuing and community services education. In this respect, the model narrowly limits the perimeter of the three administrative areas as follows:

1. Administrative Task Characteristics
    a. Goal establishment

    b. Functional division of responsibilities
    c. Allocation of resources
    d. Employment or staffing functions
    e. Discussion at upper administrative levels
    f. Implementation of policy and control
    g. Initiating administrative actions

2. Program Planning-Development Behavior
    a. Determining program needs
    b. Setting objectives
    c. Identifying and selecting objectives
    d. Conducting the program
    e. Evaluating results
    f. Interfacing with other divisions, programs, administrative staff

3. Administrative Practice
    a. Having-providing appropriate authority
    b. Communication
    c. Articulation
    e. Collaboration
    f. Supervision
    g. Productive environment

The study was limited to the individual administrator's perception of status level, importance, and performance of the above areas.

Methods and Data Source

This research study was initiated to provide insight into problems which are identified with the conduct and development of adult/continuing and community services education at the junior-community college level. Information leading to the design of the questionnaire and resulting treatment of data was secured from selected junior-community college administrators in Ohio, Illinois, and Kansas.

The respondents were requested to furnish both factual demographic data concerning their college situations in addition to providing judgement decisions over both the importance of selected administrative factors and their perception of actual performance of the selected administrative factors. In brief, the study contains the following main areas:

(1) demographic data describing selected administrative areas relative to Kansas junior-community colleges;

(2) a status rating of the adult/continuing education function with the academic affairs function;

(3) a judgement relative to the importance and degree of implementation of task characteristics conducive to successful administrative behavior among administrators in academic affairs and their counterparts in adult/continuing education.

The sample included the nineteen junior-community colleges in Kansas and was limited to responses from those individual administrators having "top" management responsibilities in academic affairs and their counterparts in adult/continuing education. The return was 100% relative to the Kansas junior-community college population.

Due to the collection of survey type data and limited comparisons, the analysis included rank order and computation of means for basic data analysis. Since the sample was rather small in size, computerized treatment was not necessary; all computations were made by electronic calculator. The summary and conclusions were based on comparison and analysis of the data analysis.

Results

Data discussed in this area describes the perceptions of Kansas junior-community college administrators in academic affairs and their counterparts in adult-continuing relative to their degree of implementation and importance of task characteristics conducive to successful administrative behavior.

The degree to which the adult-continuing education function was equal to academic divisions in respective colleges was determined over fourteen variables. A review of demographic data regarding status comparisons relative to the academic affairs division and the division of adult-continuing education division revealed the following:

1. Respondents perceived that adult-continuing education administrators did not have more than equal status with their counterparts in academic affairs in Kansas junior-community college in any of the fourteen variables presented for consideration;
2. **There were seven** response areas over which the data revealed that Kansas junior-community colleges' continuing and Adult Education **has** equal and/or above status with academic affairs divisions. A review of the findings revealed these areas to include:
    a. Access to top administration
    b. Course promotion
    c. Access to faculty resources
    d. Staffing
    e. General resources to match growth
    f. Buying space (competitiveness for classrooms)
    g. Creditation of course work

Only the first variable area, access to top administration, had a significant above equal status rating. The remaining areas were considered only equal in status to academic affairs divisions;

3. Respondents perceived their adult-continuing education administrative

functions to have less than equal status with academic affairs in half of the fourteen functional areas presented in the study;

4. Respondents perceived seven status areas to be less than equal to academic affairs. These areas included:
    a. Flexibility demanded by type of program for maximum goal attainment
    b. Advisory council and committee support
    c. Fringe benefits for instructors and faculty
    d. Visability of students
    e. Availability of student services and activities
    f. Availability of student counseling services

Respondent perceptions were near the extremely important rating in that adult-continuing education administrators operate under a mission statement about continuing education for adults that has the policy backing of both trustees and top administrators. It was also extremely important to have a clear line of administrative authority and clear channel of communication to each college administrator and to be a full participating member of the college's top administrative decision-making team.

The respondents believed administrative skills centering around the ability to communicate, establishment of an autonomous adult-continuing education program, and the ability to make judicious use of authority were of considerable importance.

Administrative skills believed to be of less value and only of some importance related to the development of articulation with four-year research institutions relative to the adult-continuing education function.

The most important practices for administrative practice centered around maintaining high quality instructional programs, conducting programs in a coordinated manner through routine exchange of information, and joint sponsorship including sharing of facilities and resources.

Determining educational needs, demand for causes, and offering leadership in developing new courses were perceived to be the most important program development and planning functions for administration of adult programs.

Respondents perceived Kansas junior-community colleges to be implementing very well those administrative tasks associated with development of lines of authority, communication, and operation under a mission statement directly related to the adult students;

Junior-community colleges were perceived as implementating best those administrative organization tasks considered as foundation areas which included being a member of the top decision-making team;

Development of new adult courses and programs and utilization of staff personnel was rated top on the implementation scale;

Implementation of graduate programs with four year institution and support from advisory councils were rather poorly implemented;

Implementation of innovative program marketing techniques and evaluation of job competencies and follow-up of students needed for program development were not well implemented.

"State Board Governance of Community Colleges in Illinois, 1969-1975"

John Oastler, College of DuPage

The Illinois state governance pattern of community colleges is investigated by looking at board actions and discussions of the Illinois Community College Board and the Illinois Board of Higher Education. It is contended that these boards are facing 5 major problems, 3 of which are found to be concerns of state politicians. To the extent that the political arena attempts to deal with competition among the colleges and universities for programs and state funds, the primary cause for the 3 problems upon which politicians are taking stands, the boards will be unable to resolve their major problems. The study also relates board functions of coordination and control. In order to coordinate, about twice as much effort must be spent to control the system of colleges, it was argued.

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"State Board Governance of Community Colleges in Illinois, 1969-1975"
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While the activities of state governing boards have been known, relatively little attention has been given to analyzing these activities. This paper closely follows over nearly a 6 year period the discussions and actions of the Illinois Community College Board and its parent board, the Illinois Board of Higher Education, but the latter board only insofar as its discussions and actions have relevance to community college affairs. The paper also identifies recurring problems of community college governance, deemed "issues," in light of the reasons for the boards and their enabling legislation. Although no specific recommendations were the goal of the study, it was suspected on the basis of current literature on board governance that these agencies might be lacking sufficient control to cope with the current issues before them.

The so-called "natural progression theory" of state board governance, as depicted in the writings of Berdahl and Iannaccone, served as backdrop to the study. Their theory identified a trend in state governance from a simple autonomy of local schools and colleges to the complex regulation of such institutions. The organizational theory of James Thompson delineated two functions of organizations relating to governance, namely, coordination and control, and the Carnegie Commission's Report on Governance (1973) provided 10 criteria or factors of control and 4 of coordination. These functions are treated as variables in the study.

Board agendas, documents and minutes of the period under study were examined, and the topics of the boards pertaining to one of the factors of governance with respect to community colleges in Illinois were catalogued. A frequency count of topic appearance was performed, and each specific count adjusted to minimize error and to avoid having many topics with very low frequency. (The latter adjustment was made by clumping very low frequency topics of similar kind under the same factor.) The procedure permitted relating coordination, composed of factors of topical frequency scores, to control, similarly arrived at for each board.

The procedure for unearthing the problems of state board governance was the following: (1) A topic of control or coordination that has come before the board upon several occasions was identified,as part of a problem whenever no established policy or guideline was capable of diminishing its frequent appearance. (2) All such topics were examined to determine whether some might be reasonably be placed together under a common heading, labelled "an issue," i.e., a recurring problem.

By means of examining the legislative record on community college bills for the years 1972 and 1973, and by analyzing the returns of a questionnaire pertaining to the criteria of coordination and control in the Carnegie Report sent to legislators on key committees for community college legislation, a check upon the importance of the issues identified through topical analysis could be made. The questionnaire was also administered by personal interview to the Governor's liaison to these boards. Problems were thereupon related to the reasons for the Illinois Boards as brought out in the literature on the subject.

Five problems were unearthed: (1) community college financing, (2) local college autonomy, (3) duplication of programs, (4) fragmentation of the system, and (5) articulation. The areas or factors of control and coordination containing these problems were separated from those which contained no problem. It was found that 6 of 10 control factors contained a problem, but every factor of coordination contained some problem, i.e., a part of a problem. By checking these problems against the legislative record and the responses of the Governor's liaison and those of 20 legislators (of the 67 asked to participate), it was determined that 3 of the 5 problems, viz., financing, duplication and fragmentation, are ones upon which politicians are expressing concern and taking stands. These 3 problems result from the competition for state funds among the colleges and universities within the Illinois system of higher education, which is also the fundamental drive that inaugurated state board coordination, it was further noted. To the extent that the boards are unable to cope with the recurring problems apparently related to the reasons for state governance, the political process will likely continue to provide the stage for resolving competing institutional demands, the study contended.

The relation between coordination and control was also examined. About twice as much time and effort for each board was found to be devoted to control as to coordination. In tracing board policies from their initial planning stage through monitoring their effects, ample evidence was come upon for thinking that the coordinating function, with which boards are frequently more closely associated, requires a modicum of control as a means to coordinate the system under their jurisdiction. Indeed, some planning topics reappear as policy statements and guidelines to control the quality of institution, e.g., program approvals, over against, but still related to, program planning.

Both the Illinois Community College Board and the Illinois Board of Higher Education direct most of their attention to topics in the following areas of control: apportionment, programs and construction. In coordination, the IBHE is primarily involved in planning while the ICCB handles matters of local governance, e.g., annexation proposals, establishing criteria for community college master planning; establishing new colleges initiated by local area people.

By means of analyzing the problems of board governance in regard to the functions of coordination and control, it was found that most of the problems are readily visible in the coordination area. If the boards should do more to coordinate as a way to solve their problems over competing college claims, they would exert greater control. But in that case, the Illinois mechanisms of governing community colleges would be approaching consolidation, a stage to be reached only if the laws are amended.

The importance of this study lies not only in its highlight of the issues before the boards but in its presentation of the issues in relation to the functions of coordination and control, which treated as variables, enable looking closely at state governance.

Dr. Russell C. Paulsen

THE NORTH CENTRAL ASSOCIATION: ITS CHANGE AGENT ROLE ON ADMINISTRATIVE PRACTICES, POLICIES AND PROCEDURES IN WISCONSIN TECHNICAL INSTITUTES

The purpose of this study was to assess the change agent role that the North Central Association accreditation process, through the Commission on Institutions of Higher Education, has played in the development and implementation of administrative policy changes in selected Wisconsin Vocational, Technical and Adult Education Districts.

Cunningham's model of an external change agent was used to depict six goals of an external change agent. These goals formed the basis for the six major questions investigated in this research. Twelve Wisconsin VTAE districts were included in this study.

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THE NORTH CENTRAL ASSOCIATION: ITS CHANGE AGENT ROLE ON ADMINISTRATIVE PRACTICES, POLICIES AND PROCEDURES IN WISCONSIN TECHNICAL INSTITUTES

Objectives - to answer the following questions:

1. Is there a difference in goals between and among individual technical institutes as a result of participating in the NCA accreditation process?
2. Are there significant curricular changes in individual VTAE districts as a result of the NCA accreditation process in Wisconsin Technical Institutes?
3. Has there been any restructuring of administrative organization patterns within individual VTAE districts as a result of the NCA accreditation process?
4. Has there been any significant change in the decision making practices within individual VTAE districts as a result of the NCA accreditation process?
5. Has there been redistribution of financial resources within individual VTAE districts as a result of the NCA accreditation process?
6. Has there been significant change in the vitalization of professional personnel within VTAE districts as a result of the NCA accreditation process?

Theoretical frame work

For the purposes of this paper, the six functions of a change agent as identified by Cunningham were used. These functions were related to the external change agent concept of the NCA accreditation process as it concerns the Wisconsin VTAE system. These responsibilities are: (1) modify goals, (2) restructure curriculum, (3) restructure organization, (4) remodel decision making practices, (5) shift allocation and distribution of financial resources, and (6) vitalize and revitalize professional personnel. These responsibilities formed the basis for the six major questions investigated in this study.

Data Source

Data for the study was obtained from North Central Association visitation team reports to Wisconsin VTAE Districts. Personal interviews were conducted to obtain "degree of implementation" of recommendations.

Results/Conclusions

Analysis of the data indicated that:

1. There was no difference in goals between and among individual technical institutes as a result of participating in the North Central accreditation process. Most concerns identified were unique to an individual district.

2. Significant curriculum changes occurred in individual VTAE districts as a result of the North Central accreditation process in Wisconsin Technical Institutes.

3. Restructuring of administrative organization patterns occurred within individual VTAE districts as a result of the North Central accreditation process.

4. Significant change occurred in the decision-making practices within individual VTAE districts as a result of the North Central accreditation process.

5. There was no significant redistribution of financial resources within individual VTAE districts as a result of the accreditation process.

6. Significant change occurred in the vitalization of professional personnel within VTAE districts as a result of the North Central accreditation process.

7. Similar concerns were frequently identified in several of the VTAE districts.

Educational Importance

VTAE administrators in Wisconsin viewed the North Central accreditation process as beneficial and that it has had significant impact on creating changes in administrative policies and practices.

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DEVELOPMENT OF THE WISCONSIN EMPLOYABILITY SKILLS PROGRAM

The objective of the Project was to provide an audio-visual program on employability skills which would prepare students in the non-job skill techniques required to obtain work and to gain job success and satisfaction. The students completing the Program should have an awareness of the problems and complexities of job seeking and job holding and also be able to apply the skills and techniques shown in the Employability Skills Program to their own job seeking situation.

The theoretical frame for the Project is that giving students straight information about job seeking and holding, the usual technique, is insufficient to bring about the needed behavior. In addition to information, the student needs to have a way to organize the information and also a way to make decisions with that information.

The Program itself attempted to meet these needs by using a mixed format of information giving use demonstrations, and group discussions. Much of the material is presented in a filmstrip - tape cassette format suitable for individual or classroom use. These presentations use a loose "story" framework designed to increase user acceptance of the Program content while also presenting the information.

Field test results of selected portions of the Program at three State vocational-technical schools are very positive. Limited testing with high school students and teachers has been equally positive.

The utility of the proposed organizational technique which places heavy stress on the use of values and interests in the career decision making process will be discussed. On the basis of available data with a wide variety of populations, the technique appears to be superior to the commonly used straight information technique. The combining of this technique with a story format seems to be an effective educational tool for reaching todays' students with information they will need to deal with in tomorrow's job and career decision making.

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DEVELOPMENT OF THE WISCONSIN EMPLOYABILITY SKILLS PROGRAM

The Employability Skills Project developed and produced a set of twelve instructional modules on job seeking/job keeping skills, intended for use by post-secondary students upon completion of vocational, technical training prior to entry into the job market. It uses a loose story line of six students discussing their concerns about job seeking/job keeping with a teacher/counselor at their local school.

This format is used to convey straight information; demonstrates how to organize and use the information in making job/career decisions. The underlying formulation is that such decisions are based on the individual's interests and values.

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Corporate Tuition Reimbursement in Cuyahoga County, Ohio

by

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Kermit Lidstrom, Cuyahoga Community College, and
Christopher R. Malumphy, Cuyahoga Community College

Cuyahoga Community College in Cleveland, Ohio conducted a study to discover the availability of corporate tuition reimbursement within Cuyahoga County, Ohio and the rate of employee usage at CCC. The goal of the project was to describe the typical corporation likely to provide tuition reimbursement as part of its employee benefit package, the type of tuition coverage made available to the employees, and the characteristics common to those employees who are reimbursed, in part or in whole, for their educational expenses by these programs.

In today's complex business world more emphasis than ever before is being placed on life-long learning. This new emphasis on the continuing education process is based on the popular belief that man must continue to learn if he is to maintain his competitive and philosophical edge. In response to this need, the updating of employee training is increasingly regarded as essential to the success and growth of any organization. Because so many firms now provide educational benefits for employees, the company that disregards such enrichment possibilities will run the risk of eventual stagnation of its human resources. To meet these learning needs employers use a wide array of educational techniques. On-the-job training has been supplemented by seminars, workshops and more recently tuition reimbursement for employees who desire academic training.

Tuition reimbursement is not a replacement for training. Tuition reimbursement has special aims and satisfies different needs. When tuition reimbursement plans are analyzed, several items reoccur as potential benefits. The most frequent are these: (1) Employees who participate in tuition reimbursement are better informed and more valuable. (2) The plans provide a means for employees to develop their own potentialities. (3) Continuous learning increases morale and decreases turnover. (4) Tuition reimbursement aids in recruiting new employees and fosters better community relations. Moreover, continuous learning satisfies the need of the employee to contribute what he himself has learned about improving his performance.

As a form of financial aid, corporate tuition reimbursement has the potential to provide funds for those employees who would not normally have the resources necessary to enroll in college level courses. All connected with tuition reimbursement are able to benefit. The employee has the opportunity to extend his education increasing his upward mobility at a reduced cost to himself. The employer benefits because employees are better prepared to understand their work. The educational institutions not only improve their service to the community, thus fulfilling their civic responsibility, but also receive added revenue.

Methods

The information for this study was gathered through a four-step process. First, literature on tuition reimbursement was collected and reviewed. Second, a list of the sixty largest employers in Cuyahoga County, Ohio was secured from the Greater Cleveland Growth Association. These firms were then contacted and asked if tuition reimbursement programs were part of their employee benefit packages. Those with programs had their plans summarized, analyzed, and printed as part of the "Manual of Corporate Tuition Reimbursement in Cuyahoga County, Ohio." Third, those students attending Cuyahoga Community College during Winter Quarter, 1976 anticipating reimbursement for their tuition from their employer were identified at the time of registration and a computer-run demographic profile was constructed. Finally, the tuition reimbursement students at the Metropolitan Campus were mailed a questionnaire designed to provide additional information for the demographic profile. After the information was gathered, it was analyzed, a report was written, and recommendations on how to better serve tuition reimbursement students and their employers were made.

Data Sources

The sixty largest employers in Cuyahoga County, Ohio were asked to provide the project with a copy of their tuition reimbursement plans if they indeed offered such a program to their employees. Forty-five firms offered such programs and happily supplied the project with the necessary information. The 26,799 students attending Cuyahoga Community College during Winter Quarter, 1976 were asked at the time of registration if they anticipated receiving reimbursement, in part or in whole, for their tuition by their employer. Employer tuition reimbursement was expected by 2163 students. A computer print-out from the Student Master File provided a demographic profile of these students and was compared to the demographic profile of the student body as a whole. Over 600 students expecting reimbursement at the Metropolitan Campus were mailed a questionnaire which sought information for the demographic profile. Responses were received from 241 students.

Results

Forty-five of Cuyahoga County's sixty largest employers, employing over 150,000 individuals, offer tuition reimbursement programs as part of their employee benefit packages. The firms estimate that 5% (7500) of their employees use the programs yearly.

All tuition reimbursement plans studied share five common characteristics: (1) the employee selects the institution he wishes to attend; (2) the employee chooses the course of study he wishes to pursue; (3) the employee secures approval of the school and course from his company; (4) the employee pays all or part of the required tuition; and (5) the employee is reimbursed for some or all of the tuition after successfully completing the course of study.

Differences occur as to which institutions are eligible under tuition reimbursement programs. Some firms required that institutions be accredited, others did not. Correspondence schools were mentioned specifically by seven plans as being acceptable, three plans specified that they were unacceptable.

A common objective of tuition reimbursement programs is that they benefit both the employee and the company. Therefore most plans require that courses be work related or satisfy requirements for a work related degree. Fifteen plans, however, had no such restrictions.

In some cases, the process for gaining company approval is semi-automatic and requires the signature of only one company official on a pre-printed application form. The most difficult approval procedure requires the employee submit a letter of justification to be approved by four company executives.

There are various methods used to reimburse tuitional costs. Some firms reimburse a standard predetermined percentage of the employee's fees. Other firms reimburse a predetermined percentage of the employee's costs based on the employee's final grade in each course. Twelve companies place a dollar limit and 30 a credit hour limit on the amount of reimbursement any individual employee may receive in one year. Eight companies will not only pay tuitional costs, but will also reimburse the total cost of all necessary textbooks. Based on the available literature, these plans seem comparable to other tuition reimbursement programs across the nation.

The 2163 students enrolled at Cuyahoga Community College during Winter Quarter, 1976 accounted for 8% of the College's total enrollment of 26,799. Forty-nine per cent of the students returning the questionnaire distributed to Metro Campus students anticipating reimbursement indicated that they were employed by the county's 45 largest firms offering reimbursement programs. Tuition reimbursement students enrolled for a total of 11,355 credit hours, averaging 5.25 credit hours each. The tuition and fees generated by tuition reimbursement students was estimated at over $87,000, or 5% of the estimated tuition and fees income of $1.7 million generated by the College for that quarter.

Tuition reimbursement students at Cuyahoga Community College differ from the student body as a whole in that they are primarily part-time, evening students. Whereas 65.6% of the student body are part-time students enrolling for less than 12 credit hours, 94.7% of the tuition reimbursement students are part-time. Over half the student body attends during the day compared to only 19% of the tuition reimbursement students.

Tuition reimbursement students proved to be older than the typical student. The median age of the tuition reimbursements was 26 while the median age of the student body was 24.

Tuition reimbursement students also differ from the typical student in terms of course selection. Tuition reimbursement students proved proportionately more interested in business courses than did the typical student. They were especially interested in accounting, banking and finance, business management, data processing, industrial management, and mechanical engineering.

Recommendations

Since the 45 largest companies offering tuition reimbursement in Cuyahoga County, Ohio, employing 150,000 individuals, accounted for only half of the tuition reimbursement students answering the questionnaire, it is assumed that those covered by tuition reimbursement programs are twice that of these companies, or nearly 300,000 individuals. If the 5% usage factor is accurate and consistent, that means nearly 15,000 persons are reimbursed in the area annually and another 285,000 persons are eligible. The possible income generated from this largely untapped source is staggering. The amount of service a college could provide these employees and their employers would also go a long way towards fulfilling the institutions civic responsibilities.

Aggressive recruitment of tuition reimbursement students should be undertaken by educational institutions in metropolitan areas, but these institutions must be aware that tuition reimbursement students are unlikely to conform to their typical student. Course offerings, times, and sites may need to be altered to meet their unique demands. This report recommends that educational institutions hoping to attract tuition reimbursement students be prepared to: (1) generate curriculum of interest to both employees and their employers; (2) manipulate when and where courses are offered; (3) plan course offerings in a manner which will allow employees to finish all degree requirements; (4) provide counseling and support services for the tuition reimbursement student; (5) help both the employer and the employee make better use of existing plans; (6) design a marketing program to attract these potential students; and (7) offer guidance to corporations and government agencies planning to initiate tuition reimbursement programs.

ABSTRACT

Corporate Tuition Reimbursement in Cuyahoga County, Ohio

by

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Corporations often offer tuition reimbursement programs as part of their benefit packages, yet few colleges know either how often these programs are used or how to better serve this unique clientele. This study contacted the largest firms in the Cleveland area with t.r. programs and summarized and analyzed their plans. The students at Cuyahoga Community College anticipating tuition reimbursement were identified and a demographic profile of the group was constructed. It was estimated that 300,000 employees in the area were eligible under t.r. programs and it was recommended that aggressive recruitment of this untapped source of potential students be undertaken.

SUMMARY

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TITLE: A Statewide Follow-Up Study of Fall 1973 Transfer Students From Illinois Public Community Colleges

INSTITUTION: Illinois Community College Board

The need for follow-up studies of community college transfer students is recognized by all college educators and is mandated in the Illinois Public Community College Act as well as in the policies of the Illinois Community College Board. Many community colleges in Illinois have conducted follow-up studies of their transfer students for a number of years. The desirability of having statewide norms for comparison purposes was often indicated in these studies. In 1972, through the cooperative efforts of the Senior College Coordinators Association and the Community College Coordinators Association, the ICCB agreed to undertake a statewide study of community college transfer students at senior institutions in Illinois. Having the backing of both the community and senior college coordinators, 24 senior colleges in Illinois agreed to furnish information on students transferring to them for the Fall 1973 term from the various public community colleges for the follow-up study. Although uncertainties about the Buckley Amendment in 1974 made it necessary to change the data from individual to group basis, the majority of these senior institutions continued to furnish data on the transfer students making this statewide effort possible.

This particular study was designed to determine the magnitude of Illinois Community College transfers, to determine the mobility patterns by both community colleges and senior institutions, to study pre-transfer characteristics, and to study the achievement and retention of these students after transfer.

The study was limited by the accuracy of the data reported by all institutions involved. It was also limited by the fact that some of the community colleges as well as some senior institutions had very small numbers of Fall 1973 transfer students included in the study and hence, the reliability of the inference is limited. Several of the participating senior institutions were unable to continue supplying post-transfer data. This meant the progress of students at some senior institutions could not be monitored each year.

Phase I of the study was concerned with identifying the pre-transfer characteristics of the Fall 1973 students, the magnitude of college transfers, and the mobility patterns of the transfer students. In the Fall term 1973, Illinois senior institutions received 10,504 transfer students from Illinois public community colleges. This was about a 70% increase over the total Fall 1967 transfer students. Four Illinois senior institutions are receiving about one-half of all community college transfers.

The results also indicated that six out of ten transfer students transfer without an Associate Degree, and two of every ten students transfer as freshmen. As measured by the mean composite ACT scores, transfer students possess ability more comparable to the native senior college student than the typical community college student. The pre-transfer GPA of transfer students indicated that they possessed good academic ability and community college achievement.

Phase II of the transfer study dealt with post-transfer achievement and retention of the Fall 1973 transfer students at the participating senior institutions during the 1973-74 academic year. In analyzing the academic status of transfer students whose status was known, 78.0% were on clear or good standing, 10.0% were on academic probation, 3.1% were dismissed, and 7.7% had withdrawn. There was a considerable number of students (4139) whose status was unknown. The reason for this was due to the fact that several of the senior institutions did not report the progress of the transfer students to the community colleges for that year. As a measure of achievement for the 1973-74 academic year, the cumulative gradepoint average as of the Spring 1974 term was utilized. This GPA earned at the senior institutions was converted to a four point scale. The average GPA of all of the transfer students at the end of the Spring 1974 term was 2.65. This was a slight drop from the 2.8 pre-transfer GPA of these students.

The next part of the study (Phase III), will analyze the progress of the transfer students during the second year at the senior institutions. It is hoped that the data will show the number of transfer students who have completed their baccalaureate degrees within two years after transfer. Since many students attend the four-year institution on a part-time basis, it will be necessary to continue this study for several years to determine the number of students who accomplish their goals of attaining a bachelor's degree.

ABSTRACT

A Statewide Follow-Up Study of Fall 1973 Transfer Students From Illinois Public Community Colleges

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The purpose of this study was to determine the number of Illinois Community College transfers to Illinois senior institutions, to determine the mobility patterns by both community colleges and participating senior institutions, to study pre-transfer characteristics and to study the achievement and retention after transferring. Phase I of the study was concerned with identifying the Fall 1973 transfer students at each of the participating senior colleges and obtaining the data to analyze the first three purposes of the study. Information about the pre-transfer academic achievements of students is important because it is heavily related to performance of students after transfer at the senior institution. The pre-transfer gradepoint average of the Illinois public community college transfer students indicates that these transfer students possess good ability and community college achievement. Phase II of the study dealt with the achievement and retention of the transferring students after completing one year at the senior institution. As a measure of achievement for the 1973-74 academic year, the cumulative gradepoint average as of the Spring 1974 term was utilized as well as the academic status of the students.

The data collected and studied indicated that the public community colleges of Illinois are accomplishing the transfer function well because of the performance of its transfer students.

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Zeroing in on the Barriers Which Keep the Handicapped From Employment - A Big Job for Vocational Researchers

During the past two and one half years the Wisconsin Vocational Studies Center has been conducting a project on Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. The objective is to provide services to teachers in Wisconsin's Vocational, Technical and Adult Education Districts as they provide services to the handicapped. This has been accomplished by conducting in-service meetings for VTAE teachers, a national search for materials and by developing materials on the vocational education of the handicapped. The handicapped have been identified as those persons with visual, hearing, mental, speech and language, emotional, and learning and physical disabilities. Also included are persons with alcohol and drug abuse problems and ex-offenders. The activities of this project have helped to identify the barriers which ultimately prevent the employment of the handicapped.

The barriers which keep handicapped people from employment are often subtle, sometimes unintentional and may indicate a lack of knowledge or consideration on the part of teachers and employers. Before discussing existing barriers to the employment of the handicapped, a look at formidable barriers which have been surmounted is in order. A great deal of effort has been expended during the eight years since the 1968 Vocational Ammendments in developing pre-vocational and supportive services for the handicapped in order to prepare them for vocational courses and employment. Successful methods for teaching the handicapped have been developed. The needs, characteristics and capabilities of the handicapped are known. Attitudes of teachers and administrators which have worked against placing the handicapped in regular classrooms are being overcome. Jobs can be redesigned to accomodate the capabilities of the handicapped. These are a few of the accomplishments to date.

The next step is to identify barriers which impede the education and employment of the handicapped and encourage researchers to venture upon projects which will alleviate the barriers. The first barrier centers on the confidentiality laws which are springing up at state and national levels. There is some information of consequence which vocational teachers need if they are to develop viable educational prescriptions for the handicapped. This information includes the reading levels of the students, learning modalities of the students, any learning disabilities which may exist and appropriate instructional techniques which have been successful in teaching the students in the past. Confidentiality laws are restricting the flow of such information from secondary to post-secondary schools and from evaluators to teachers who are teaching employability skills. Researchers need to determine if the laws are really protecting the handicapped or if such laws are acting as a barrier to potential employment.

Only a minimal amount of the existing vocational textbooks and materials have relevance in teaching the handicapped. Publishers have not found such modifications to be economically feasible to develop. Modifying materials for the various handicaps in literally hundreds of vocational courses would be an enormous task, require astronomical budgets and would likely be outdated upon completion. Models on quick, streamlined modification techniques are needed to enable teachers to develop modified programs.

Developing methods of employer - teacher cooperation in articulating vocational education for the handicapped provides a third area of research to remove an existing barrier. Teachers must ascertain that skills taught are the skills needed on the job. A fourth area of research could be directed toward helping employers modify and redesign jobs to match the skills of the handicapped. A model for accomplishing this task would be of great value to employers.

Legal aspects of employing and providing employable skills to the handicapped need to be researched as to the obligation of schools, teachers and employers. Most current litigation on the handicapped has been directed towards low age and educational levels. What is the obligation to adults?

A large amount of money is currently being spent on evaluating the handicapped by schools, rehabilitation centers and private organizations, especially in the work sample evaluation area. What is the role of evaluation in developing an educational prescription? Vocational Educators need to develop guidelines on the preparation of individual educational prescriptions for handicapped students from the existing evaluations. Unfortunately a great deal of money spent on the evaluation of the handicapped is actually wasted for the lack of guidelines on what to do with the evaluation material obtained. This gap between evaluation and developing educational prescriptions which lead to employment must be closed.

Finally, why are courses on the vocational education of the handicapped not a requirement for vocational teacher certification? Very few courses pertaining to vocational education of the handicapped even exist in our nation's university systems. It appears that certification may be the key issue in developing vocational education which leads to employment. The alternative is voluntary certification and scattered interest among vocational educators concerning employment of the handicapped. Research on the needs and merits of certification for vocational education of the handicapped is long overdue.

In conclusion, it is apparent that more research and innovations are needed to deliver vocational education to the handicapped. University educators, research and planning persons in Vocational, Technical and Adult Education Districts and others are in an excellent position to conduct basic and applied research directed toward the vocational education and employment of the handicapped. A broad base of data on educating the handicapped is available. Such data should be used in developing research which will help alleviate the remaining barriers to employment of the handicapped.

Zeroing in on the Barriers Which Keep the Handicapped From Employment - A Big Job for Vocational Researchers

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Many barriers to the vocational education of the handicapped still exist. A project on Modifying Vocational Programs for the Handicapped at the Wisconsin Vocational Studies Center has helped in identifying some of these barriers. Although vocational educators of the handicapped have come a long way since the passage of the 1968 Vocational Ammendments, the employment of the handicapped is still lagging. Possible barriers include current confidentiality laws, lack of modified materials, employer - teacher cooperation and the redesigning of jobs, legal obligations, follow-through on evaluations and lack of teacher certification in the vocational education of the handicapped.

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Child Development Program Feasibility Study

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Research Objectives

As part of the Instructional Development Services activities at Kalamazoo Valley Community College (KVCC) a proposal was made to begin an associate degree program in child development. The proposed program would train students for employment in child care agencies. In order to assess the need for a Child Development Program, the office of Program Development Services was requested to conduct a feasibility study. The objectives for the study were:

1. To provide data regarding potential enrollment of students in a Child Development Program; and
2. To provide data regarding the need of local child care agencies for personnel with an associate degree in child development.

Theoretical Framework

With the current restricted financial resources of the college, KVCC administrators expressed a felt need for objective evidence and recommendations on which to base their decision regarding a Child Development Program. In order to supply this information standard research theory regarding survey research was employed. Since child development education is growing in popularity, and since a faculty member at KVCC had developed a position paper describing her perceptions of the need for such education in the Kalamazoo area, the basic research hypothesis was formulated:

> Kalamazoo Valley Community College can better serve the needs of its community by establishing a degree program to provide child development education.

Research Methods and Data Sources

Two surveys were employed as the research methodology for this study. In order to accomplish the first research objective, provide data regarding potential student enrollment, a telephone survey of all 14 KVCC service area high school counselors and four nearby county vocational education centers was conducted. Counselors were asked to estimate the number of students who had made inquiries about employment or education in child care during the 1974-75 school year. Counselors were also asked to report their present referrals for students who desire child development education beyond the secondary level. Responses were gathered from 12 high schools and two vocational education centers.

The second survey was conducted to determine the need of area child care agencies for employees with an associate degree in child development. The population for this survey was all child care agencies listed in the Kalamazoo County Social Services Directory. The survey instrument was mailed to all 40 agencies listed, and 20 returns were received. The population was reduced to 26 when 14 of the original 40 agencies were discovered to be closed permanently or for the summer.

Research Findings and Conclusions

Major research findings were:

1. Approximately 300 students in area high schools and vocational education centers made inquiries regarding child development education in the 1974-75 school year.

2. Referrals currently made by high school counselors for students interested in child development education are limited to the secondary education level only.

3. One-half of the 20 agencies who responded to the questionnaire indicated they will hire additional staff during the next year, and a total of 130 possible positions open for employment were reported.

4. Thirteen of the agency directors believe there is a need for trained child development workers at the present time. Seven of the 20 responding agencies reported an employee educational requirement to be a four-year degree. These same agencies indicated that the abundance of elementary school teachers in the Kalamazoo area makes high educational requirements relatively easy to fill.

5. Fifteen of the 20 respondants indicated a definite interest in having present employees participate in child development education activities at KVCC. Workshops were the method of education selected most often (11 respondants) and inservice training seminars were selcted by nine respondants.

6. Three-fifths (12) of the agencies indicated a seasonal fluctuation in clientele. Summer was chosen as the least busy season.

7. Thirteen (65%) of the respondants indicated an interest in having their agencies serve as a field placement cite for KVCC students.

Several conclusions were drawn from these findings. From the limited data gathered, there appeared to be a potential student enrollment in a Child Development Program, including current child care agency employees as well as degree-seeking students. The number of possible positions in the Kalamazoo area indicated a potential market for graduates of a Child Development Program. These conclusions were mitigated by the current plethora of college graduates in elementary education, which may have serious implications regarding what type of employees are actually hired.

A related finding of the study, reflected in this response from an agency director, "Right now we can hire certified teachers for $2.00 per hour", indicated that salary expectations were not optimistic.

Based on the findings from this study, KVCC rejected the research hypothesis and did not institute a Child Development Program. KVCC has, instead, offered a series of workshops with such topics as "Managing Emotional Upsets with the Preschool Child", and "Creative Activities for Preschool Children: Focus on Art and Music". Area child care agencies receive advance notification of these workshops, and attendance has been high. In addition, two courses involving child management have been offered under KVCC's Community Services Assistant Program, and two more courses are planned for Fall Semester, 1976.

Educational Importance of the Study

Concurrent with the need for child care services and the growth of such facilities has been an educational focus on the training needs of child care agency employees. The Michigan legislature recently passed Social Service Act 116, which sets educational requirements for child care agency directors. Colleges nationwide are beginning to offer courses and programs in child development.

These findings may not be generalizable to other areas of the country, especially since Western Michigan University, located in Kalamazoo, graduates approximately 600 students with majors in elementary education each year. These findings do suggest, however, that community colleges may need to examine the type of child development education which will best serve the needs of their communities.

Beyond the topic of child development education, this study serves to emphasize the usefulness of research in the community college. Feasibility studies in particular enable college administrators to discover community education needs, and to organize educational offerings in the format most likely to meet those needs.

ABSTRACT

Child Development Program Feasibility Study

Nancy A. Woods
Kalamazoo Valley Community College

A survey of area secondary education counselors and child care agency directors was conducted to discover potential student enrollment in and employment opportunities for graduates of a proposed child development associate degree program. Findings indicated high interest from area high school students and a perceived need for child development education from child care agencies. A degree program was not instituted due to reported low wages and an abundance of unemployed elementary education graduates. KVCC has instead successfully conducted a series of workshops and has offered couses in child development through its Community Services Assistant Program.

MINUTES
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
SPECIAL INTEREST GROUP FOR COMMUNITY/JUNIOR COLLEGE RESEARCH

Annual Business Meeting
Madison, Wisconsin
July 16, 1976

Presiding: Francis E. Hazard, Chairman Elect. (Chairman Corinne Walker was unable to attend.)

The chairman elect thanked those who helped with the conference arrangements, particularly, Dan Wagner who co-chaired the conference. The program primarily was the responsibility of the chairman elect in terms of securing speakers and people to serve in the program. Bill Becker was responsible for the "Call for Papers." Leslie Myles was chairman of the Nominations Committee. Several others helped with panel discussions. This is another indication of the way that our SIG succeeds, in that many volunteers help to put the conference together and make it worthwhile without great expense. Volunteer work increases membership value in terms of program opportunities for participation, materials and speakers.

Overall, the conference did accomplish some objectives in accord with bylaw purposes, on a relatively small budget. Dan Wagner gave the Treasurer's report and membership report: receipts of $1,124.29 for the fiscal year, with anticipated adjustments following the conference. The disbursements total $145, leaving $978. After the conference, treasury balance was estimated at $600.

About 61 persons registered for the conference from eight different states. Memberships stood in the 80's."

The chair reviewed a bylaw change, to be made and voted upon, having to do with the allocation of funds derived from the memberships. Dues were increased in 1975 to $4.00. It had been $2.00 before that. In the past, $1.00 of those dollars went to the National AERA/SIG at the National Office which is treasured by the ERIC Office for Community/Junior College Research. They would put $50 in AERA for SIG affiliation, and the rest would support a newsletter publication and the work of the National officers of AERA/SIG for Community/Junior College Research. Their balance was only $22 in 1976. More money is needed to service the special-interest group.

The chair entertained a motion that the bylaws be amended to include the following: "The annual membership dues are $4.00; of this amount, a payment of $2.00 from each regional member shall be submitted to the National special-interest group treasurer to support the expenses of planning and conducting national business, publications, and mailing expenses." The annual dues shall be forwarded to the treasurer no later than March 1 of each year. The motion was unanimously approved and carried.

The chair sought suggestions for amendments to the bylaws.

Don Werners suggested that the bylaws be updated to modernize terminology to eliminate sex role stereotyping. Another suggestion was that the historian be an appointed officer by the Chairman. Terry Kramer was reappointed.

One of the SIG research projects of interest to the membership was the effort to consolidate the study done the previous year on research priorities of the membership. A discussion session was designed to bring those to the surface that seemed to be most important to conference participants.

Terry Kramer reported the top five categories as follows: First, program evaluation. Second, evaluating and improving instruction; third, placement; fourth, student outcomes and community needs studies; and fifth, follow-up studies. Kramer also pointed to the need for both ERIC Clearinghouse and the SIG Group to foster the sharing of information through papers. This was the consensus of the group as a top priority of the SIG.

The chair challenged the membership to find ways of alerting others to these research priorities—graduates students, professional organizations, and sponsors.

Dr. Alfred Hecht was asked to report on the SIG project originated by Leslie Miles, Tom MacClure, and Stu Gingrich when they wrote a annotated bibliography of the concept of establishing a research office in a community college setting. Al Hecht: The schedule for the project is that the research and writing should be completed by the end of 1976 and the publication of a topical paper should be distributed by the next meeting. ERIC is to fund the cost of that publication. It will be available and distributed nationally as a consequence of concern that was expressed and grew out of concerns expressed at the AERA/SIG Regional Conference Meeting. It will be a credit to this special-interest group as well as to the individuals who helped put it together.

Chairman Corinne Walker had expressed interest in seeking an author, editor, and perhaps chapter authors to write a book that would be a manual or text on community/college research. The book would be useful to people just getting started in the field, professionals, and professors in institutions of higher education who are conducting classes for those who are going to work in the community college setting. At the National Meeting in San Francisco, Jossey Bass suggested that it be broad enough in scope to offer wide sales distribution. They would need to have a market for several thousand books before they would be interested. The procedure requires a three or four page statement that would indicate the need for such a book, why it would sell, a couple of preliminary chapters, an outline of what should be in it in terms of content, and also a list of resource persons who would be authorities in each of the several topical areas that might be included in the book, and an editor. The concept may be premature. Experience with several topical papers could ultimately be consolidated into a book, or provide the basis for one. Those who decide to commit themselves to it should have substantial time available, good writing expertise, and be able to draw upon resources to bring it all together.

The Chair then called for a report from the National Chairman of AERA/SIG for Community/Junior College Research, Dr. Alfred Hecht.

Dr. Alfred Hecht reported: At the 1975 meeting an interest was expressed in developing a policy for publications as one of the kinds of project that this regional group might undertake. Dan Coffee, Steve Grozas and I served as a committee of three to develop for your consideration a policy and a procedure for publications of the organization. We have two joint proposals for your consideration. One of them is the proposed policy statement on individual publications and it says, "Whereas the North Central Region AERA/SIG Community/Junior College Research members produce documents that will benefit both the individual institutions and the general field of community/junior college research such documents could be more readily disseminated; and, whereas, the organizational goal of improving communication among researchers to two-year institutions that we directly serve by improved dissemination of documents prepared by individual members; therefore, the North Central Region AERA/SIG establishes an *Individual Publications Committee* of three members as one of its standing committees. This committee would be charged to: (1) receive abstracts and documents prepared by individual members and to arrange for the semi-annual publication of these abstracts to the membership at large. First publication to be coordinated with the distribution of the regional newsletter if possible. (2) Present a report at the annual meeting with current information about how individual members may submit their reports for publication in ERIC or other professional journals. Also proposed is a policy for AERA/SIG professional publications as follows:

- Whereas the individual members of the Association have demonstrated their interest and capability in preparing reports and other documents that serve the community/junior college research profession, and
- Whereas such projects while serving the interests of the profession, also serve the individuals mentioned and institutions who participated, and,
- Whereas cooperative professional publications of the North Central Region ought to reflect the priorities established by the group through the normal democratic procedures.

Therefore, the North Central Region establishes a *Professional Publication's Committee* to stimulate regional members to carry out cooperative projects consistent with the priorities established by the executive committee, to report to the regional chairperson the status of all such projects according to a specified calendar and to attempt to link authors with publication outlets. This committee is to be called by the chairperson of the association on an ad hoc basis to serve the needs of the group. This committee could serve an an advisory source and critically review beginning works that could be published. Motion carried.

Dr. Hecht: A new publication will be coming out for the first time this fall. It will be the Community/Junior College Research Quarterly. This is an activity that our special-interest group had been rather actively involved in since its inception about six months ago. The Editor-In-Chief indicated that although the first issue will be published in September and distributed in October, we have 500 subscriptions, a referee article procedure, and enough articles at this point for the first three quarterly issues of the publication. That is with a rejection rate of 50 percent. There is a large need in field for more opportunities for people to share in the results of their research in community/junior colleges. We have initiated this vehicle as a means of doing that. Members were given a pamphlet describing the publication.

Attention was also called to the UCLA/ACE cooperative freshmen student research program invitation to two-year institutions to participate in modification of the questionnaire to make it more responsive and useful to the needs of two-year institutions.

Al Hecht reported on the cooperative institutional research program that was described in a pamphlet. The ACE student profile research represents one of the most prestigious activities in this field on a national scale outside of the framework of the federal government. It is complimentary to our organization that we have been asked to provide input to the revision of the data collection that they have been undertaking for a number of years on a national scale. There are extensive tables in their reports comparing college students characteristics. Sponsors of the ACE studies have become concerned that community college researchers claim that the study is not asking questions that are relevant to community college entering freshmen. Hecht recommended that this group, as a professional organization form a committee to develop a set of suggestions to ACE so that they know that we are interested in this activity and that we are willing to tell them what we think they should be doing that could be of greater help to us. It was assumed that the ACE data would be more useful to two-year institutions with norms and data against which we can compare ourselves on a national scale in terms of characteristics of community college entering freshmen.

Chairman Hazard called attention to the June article from *Educational Researcher* illustrating AERA concern for special-interest group proliferation.

Al Hecht described activities of the three national committees. One is exploring the question of affiliation within the AERA, the AERA itself wants to examine its position on special-interest groups. To anticipate that, we want to re-examine our relationship with the AERA as a special-interest group, and to consider other relationships that might be possible, such as that of becoming a division. Also, there is interest within our group for exploring the affiliation of our special-interest group with the Association for Institutional Research.

The American Association of Community and Junior Colleges wants to have us become a research arm for them to help gather and present to them data on community colleges to use in their legislative acitivities with the Congress. North Central Regional members on this affiliation committee include Francis Hazard, Ernest Jaski, and Charles Kennison.

A second National Committee is that of programming, which at the National level, is expanding. We have more presentations scheduled at the AERA meeting than we have had in a number of years. Also for the first time this past year, we had presentations scheduled at the AACJC National Meeting. This required much work for a single program chairperson, so we established a committee that is considering the submission of a proposal to have a mini-course training session as part of the AERA program for the year 1977.

The program committee will work to enable the organization at the National level to develop options in terms of affiliation and in terms of planning a program that will be relevant to the needs of the group. A national survey of community college research will be undertaken in the fall. You should receive a copy of the questionnaire which is being underwritten in part by the AACJC and in part by the ERIC Clearinghouse for community college research. Some of our dues money goes to the Clearinghouse to support that National project.

The third committee on the National level is the nominating committee that the revised bylaws requires of the National group. The chairman of that National committee is Don Wermers from this region. Although service on these National committees is by appointment, appointments are usually made from among the members who have expressed willingness to serve.

In relation to the National group the country is divided into five regions; roughly ten states each, so this region is one of five. Of those regions, three are considered to be the more active regions and two fairly inactive regions. Although the West Coast was very instrumental in having this special-interest group formed back in 1971, since that time their leadership has changed a couple of times and the western edge of the country, southwest and northwest regions, have been quite inactive. So we have undertaken a membership drive activity at the National level for the coming year in which we will be sending at large invitations to membership to the community colleges on the Western edge of the country via the ERIC Clearinghouse for Junior Community College Research. Also, we have set up a newsletter exchange so that copies of our National newsletter will be exchanged with those of the California community college research groups. We are strengthening our ties with that end of the country and hopefully can enlarge the participation in our activity at the National level.

As the National chairperson of this group, I serve as a member of the Advisory Board the ERIC Clearinghouse for Junior College Research, and I attended the Advisory Board meeting in May. Regarding ERIC's acquisition and processing of documents, it is impressive that the amount of research in community colleges seems to be growing quite rapidly. Over the last two year, the number of documents processed by the Clearinghouse for community/junior colleges doubled. Of the 1200 documents received in 1975, 40 percent were rejected, 10 percent were referred to another clearinghouse and 50 percent were processed into the ERIC system. Unfortunately, the contributions of our special interest group to that total are not impressive. Since 1973, only 1/6 of our special-interest group members nationally and regionally have ever contributed a document to the system. This offers a challenge to us as individuals. Our publications committee should help people get their publications into the system.

The conference handouts provided can help properly prepare materials to be processed.

User Services: The Clearinghouse received about 500 requests for searches of their files last year. Of these only 35 were requests from researchers and specialists. Of 500 research requests only 35 were from research and development specialists. More than half were from faculty and administrators. You will probably be interested to know that plans are being made to offer a computer service to this Clearinghouse of several data bases simultaneously. They also plan research on psychological abstracts and a series of other sources which many of the current search services are not now providing. Watch the National SIG Newsletter for more information, and refer to the brochure describing the services of the Clearinghouse.

Francis Hazard: Your attention is called to the conference evaluation sheets. The back page provides opportunity to indicate preference for conference location next year. The first two years meetings were in Chicago. '73 in Ann Arbor, '74 was Iowa City, '75 South of Indianapolis, and '76 in Madison. Meetings move east and west, north and south in the region so that opportunity occurs in each of those states to generate stronger interest, build membership and develop an awareness of our special-interest group. Also it makes it convenient for people who live in that area to attend a Regional Conference at least occasionally. For two years, it has been discussed to have one in Ohio.

From Columbus, we have an invitation from the Center for Tomorrow at Ohio State University. The suggestion has been made to move West for 1978. This is a decision for next year's conference to make.

We have also had an invitation from the Southeast region to hold a joint meeting on the edge of where our two districts join, a place like Louisville or Nashville. The question is whether or not we are living within our objectives of regionalism so that we can enhance the opportunity for people to participate. It is also good to have a more powerful conference if we join resources. Such a meeting could be in addition to the North Central annual conference. Also, find on the evaluation form opportunity to indicate preferences for newsletter content. It was proposed and agreed that the conference date for 1977 be July 14 - 15, 1977.

Attention was then called to the nominations committee proposal. The bylaws provide that the Chairman-Elect shall become the succeeding chairman. Francis Hazard, Director, Kent State University Tuscarawas Campus, New Philadelphia, Ohio was listed for Chairman. Ivan Lach, Associate Director of Planning and Research at Illinois Community College Board, has been nominated for Chairman-Elect, and for Secretary-Treasurer, Glen Packwood a Research Associate, Office of Research and Development at Delta College, University Center, Michigan. These candidates were submitted by the nominations committee.

There being no further nominations from the floor, Al Hecht moved that the nominations be closed and the nominees be elected. Seconded. Motion carried unanimously.

The chair invited any who have interest in serving and helping out with the activities of the association to provide names and indicate preferences. Needed are: a person to assume responsibility for calling for the papers, getting them organized and scheduled into the conference; representatives from each state to serve as state coordinators of membership development in their respective states; conference evaluation person; people to work on the program committee with Ivan Lach; the nominations committee, the newsletter; one who would be recipient of and encourage people who have ideas about research techniques to gather, edit, and submit them for publication in the newsletter; and, the publications committees.

At conclusion of the conference, the evaluations committee selected papers for the National AERA 1977 Meeting. The committee comprised of Terry Kramer, Max Farning and Meredith Carter also tabulated conference votes on the "Best of Conference Paper" for the *Research Award.* This was won by Dr. Alfred Hecht for his paper on *Development of a Semantic Differential Instrument for Student Evaluation of Community College Counseling Conferences.*

Minutes edited by Francis Hazard,
Chairman

AERA/SIG MEMBER IDENTIFIED RESEARCH CONCERNS

Community/Junior College Research North Central Region

Surveys of membership in 1975-76 identified a list of research topics of concern to the two-year colleges. At the 1976 Madison conference, sixty-one attending participants ranked the top five priorities as indicated below.

Students

__4*__ 1. Student Outcomes
______ 2. Student Characteristics
__5__ 3. Follow Up Studies
______ 4. Retention of Students
______ 5. Student goals and Objectives
______ 6. Drop Outs
______ 7. Institutional Impact on Student Life in Commuting Institutions
______ 8. Affective Impact of College on Students

Curriculum/Instruction/Learning

______ 9. Implications of Student Data for Instruction and Student Service
______ 10. Evaluating Non-Traditional Learning Experiences
__1__ 11. Program Evaluation
______ 12. Educating the Disadvantaged and Handicapped
__3__ 13. Placement
______ 14. Individualized Instructional Modules for Vocational Education
__2__ 15. Improving Instruction
______ 16. Continuing Education
______ 17. Instructional Evaluation
______ 18. Manpower Training Needs Assessment
______ 19. Cognitive Growth Resulting from Curriculum Structure
______ 20. Individualized Instruction
______ 21. Performance Based Education
______ 22. Relationship Between Student Grades and Job Success

Administration/Institutional Concerns

______ 23. Enrollment Projections and Student Recruitment
______ 24. Facilities Utilization
______ 25. Management Information Systems
__4*__ 26. Community Needs Studies
______ 27. Defining Measurable Institutional Objectives
______ 28. Evaluating Institutional Outcomes
______ 29. Cost/Benefit Analysis
______ 30. Articulation Between Two-Year and Four-Year Colleges
______ 31. Alumni Contact and Support
______ 32. Career Follow-Up
______ 33. Resource Allocation
______ 34. Research Implementation
______ 35. Institutional Planning
______ 36. Facilities Needs and Projection
______ 37. Management by Objectives
______ 38. Identification of Need for Remedial Education

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Faculty

______ 39. Community College Staff Development
______ 40. Faculty Collective Bargaining Impacts on Instruction and Learning

*TIE